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ABSTRACT

Third in a series of workshops for personnel dealing with severely multiply handicapped students, the inservice package is intended to teach potential trainers to provide effective inservice programs. The package focuses on group process skills (four modules) and organizational skills needed for planning and conducting a workshop (six modules). Among group process information analyzed are the roles of the facilitator and the participant and the communication skills which promote effective group interaction. Examined in the second part are such organizational skills as determining the participants' inservice needs, selecting appropriate presentation methods, modifying activities to suit participants' needs, and evaluating the inservice program. Modules contain facilitator notes and activity notes as well as specific worksheets and observation forms. (CL)

MIDWEST REGIONAL RESOURCE CENTER
1332 26th Street
DRAKE UNIVERSITY
Des Moines, Iowa 50311
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MEMORANDUM

Please note that there are additional materials needed to present this workshop. A listing of these materials, publisher's addresses, and approximate costs appear below. If you have any questions, comments or need further information, please feel free to contact our office.

1. <u>Effective Small Group Communication</u> $3.95
   by Ernest and Nancy Bormann

   Burgess Publishing Company
   7108 OHMS Lane
   Minneapolis, Minnesota 55435 (612/831-1344)

2. <u>Planning, Conducting, Evaluating Workshops</u>

3. <u>Workshop Staff Packet</u> for <u>Planning, Conducting, and Evaluating Workshops</u> (workbook) ($16.95) set
   by Larry Nolan Davis and Earl McCallon, Ph.D.

   Learning Concepts, Publisher
   2501 N. Lamar
   Austin, Texas 78705 (512/747-6911)

4. "Training Activities for Preparing Personnel to Design and Implement Workshops - A Video Tape (½")" (no charge at present time)

   (available on loan basis for reproduction purposes)

   Midwest Regional Resource Center
   1332 - 26th, Drake University
   Des Moines, Iowa 50311 (515/271-3936)

MIDWEST REGIONAL

MRRC

RESOURCE CENTER

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DES MOINES, IOWA 50311

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TRAINING ACTIVITIES FOR PREPARING PERSONNEL TO DESIGN AND IMPLEMENT WORKSHOPS

Midwest Regional Resource Center
1332 26th Street
Drake University
Des Moines, Iowa 50311
1977

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Overview

Purpose

This in-service package was designed to teach potential in-service trainers the skills necessary for implementing effective in-service workshops. It was developed by the Midwest Regional Resource Center (MRRC) in response to requests from individuals and state departments of special education in Region IV. In so doing, the MRRC hoped that each state could further develop its own in-service capacity, this providing training and information to a maximum number of people. The appropriateness of this goal was reinforced with the passing of Public Law 94-142, which mandates a comprehensive system of personnel development for general and special educators and support personnel.

Organization

This package is divided into two parts. The first part, consisting of four modules, focuses on group process skills which in-service facilitators should consider when they are designing and conducting a workshop. The second part, composed of six modules, focuses on organizational skills needed for planning and conducting a workshop.

In the first two modules, the participants identify various roles which facilitators and participants often adopt as the workshop is being conducted. They also discuss what effects these roles have on the participants and in what in-service situations specific roles are most useful. Discussing what motivates people to attend workshops and what motivates them to complete their assigned workshop tasks is the topic of the third module. In the fourth, participants practice communication skills, such as paraphrasing and perception checking, that promote effective group interaction.

The second set of six modules present skills that in-service facilitators need in order to organize and conduct a workshop. Some of the skills included are how to:

a. Do a needs assessment to determine what the in-service needs are of the workshop participants.

b. Select appropriate methods to use to present the workshop content.

c. Establish an effective learning climate at the workshop.

d. Modify workshop activities to meet the needs of the participants.

e. Evaluate an in-service session.

During this part of the workshop, participants also have the opportunity to identify their "biggest fear" as a facilitator. After fears have been identified, the participants discuss and explore possible solutions for them.

In the last module, participants start planning an in-service session of their own. This allows them to begin applying the skills they have been practicing throughout the workshop.

The Appendix of this package includes evaluation forms, a pre- and post test, a bibliography and a needs assessment that can be used to establish the respective participant training needs prior to the workshop.

This needs assessment, or a modified version of it, should be sent to the workshop participants at least six weeks before the workshop is to occur. This will allow time for them to be returned, and analyzed by the facilitators, who may then need to make modifications in the modules. If a needs assessment is not used, modifications in the fifth module will need to be made.

Each module is divided into several subsections. "Facilitator Notes" and "Activity Notes" are included in every one. The "Facilitator Notes" include an overview of the module, its objective (s) and a list of the needed materials. The "Activity Notes" outline what the facilitator is to say and do when conducting the module. The "Activity Notes" are to be considered a guide for the facilitator and do not need to be followed like a script.

Some of the modules also contain sections for Activity Sheets, Worksheets, Articles, Observation Forms, etc. These sections are preceded by title pages of differing colors to assist in locating them.

Each of the ten modules is identified by a Roman numeral. All materials to be used and distributed during that module have the same numeral. For example, all articles and worksheets used in Module X are identified by the Roman numeral "X".

If some material is used in more than one module, the Roman numeral of each is listed. The material is included only with the module in which it is first distributed. This occurs most often with articles.

If more than one Activity Sheet is distributed during a module, the first one that is handed out has an "a" after the Roman numeral, such as "VII a", the second has a "b", "VII b", and so forth.

Facilitator Characteristics

Facilitators presenting this workshop must be able to accept both positive and negative feedback about the workshop and their own performance. They must also be able to model effective facilitator behaviors. For example, it is essential that they demonstrate effective communication skills, are able to present information in a variety of ways, and that they are well organized throughout the entire workshop.

Several times during the workshop, the participants are asked to comment on what effect the different methods the facilitators are using and the different roles they are playing are having on the group. If the facilitators are not able to accept the feedback they receive, and modify the workshop based on the feedback, they may be perceived by participants as inconsistent or even hypocritical. Such perceptions could affect the participants' attitude and subsequently interfere with their ability to learn the concepts presented. It is extremely important that the facilitators keep in mind that the <u>way</u> the content of the workshop is presented is as important as the <u>content</u> itself.

It is recommended that there be one facilitator for every six to eight participants. It is also recommended, no matter how small the group, that there be at least two facilitators. These facilitators should have differing instructional styles so that participants can compare differing facilitator roles and behaviors.

Experience has indicated that the ideal group size is eighteen to twenty-four participants with three facilitators who have three differing styles.

<u>Other Information</u>

In many of the modules, references were made to the informal diagnosis and prescriptive programming workshop. These references can be eliminated or modified if the workshop is being used to train participants to present other in-service packages or materials.

Materials' List

The following is a list of materials that need to be purchased or duplicated for each workshop participant. Buy or duplicate one per participant unless otherwise indicated. Refer to the "Facilitator Notes" with each module for a listing of other materials needed for each module.

Books

1. Effective Small Group Communication
2. Planning, Conducting, and Evaluating Workshops

Articles, Forms, Activity Sheets, etc.

Introductory Presentation

1. Star Sheets
2. Objectives for the In-Service Package: Training Activities for Preparing Personnel to Design and Implement Workshops
3. Pre- and Post Test for Preparing Personnel to Design and Implement Workshops (two for each participant)

Module I

1. Activity Sheet I
2. Observation Form I
3. Characteristics of an In-Service Trainer form

Module II

1. How to Recognize an Effective Group
2. Effective Group Survey form (three for each participant)

Module III

1. What Motivates Me

Module IV

1. Q - sort board
2. Q - sort statements
3. Basic Skills for Discussing Interpersonal Relations
4. Script I: Paraphrasing
5. Observation Form I (two for each participant)
6. Role Play I (one for each group of three participants)
7. Role Play II (one for each group of three participants)
8. Role Play III (one for each group of three participants)
9. Script II: Perception Checks
10. Observation Form II (two for each participant)
11. Role Play IV (one for each group of three participants)
12. Role Play V (one for each group of three participants)
13. Observation Form III (one for each group of three participants)
14. Observation Form IV
15. Role Play to Demonstrate the Use of All Four Communication Skills

Module V
1. Needs assessment for the In-Service Package: Training Activities for Preparing Personnel to Design and Implement Workshops
2. Arkansas Needs Assessment
3. Activity Sheet V
4. Identifying Needs of Students and Teachers

Module VI
1. Activity Sheet VIa
2. Activity Sheet VIb
3. Activity Sheet VIc (one copy for one Methods Center)
4. Activity Sheet VId (one copy for one Methods Center)
5. Activity Sheet VIe (one copy for one Methods Center)
6. Activity Sheet VIf (one copy for one Methods Center)
7. Observation Form VI

Module VII
1. Elements to Consider when Designing a Workshop
2. Activity Sheet VII
3. Force Field form (one copy for one group)
4. Task Sheet 1 (one copy for one group)
5. Task Sheet 2 (one copy for one group)
6. Task Sheet 3 (one copy for one group)
7. Observation Form I (two for each participant)

Module VIII
1. Activity Sheet VIII
2. In-Service Training Materials (Materials that the participants are being trained to facilitate.)

Module IX
1. Activity Sheet IX
2. Worksheet 1
3. Observation Form IX (one for each facilitator)

Module X
1. How to Plan and Conduct a Successful Workshop
2. Planning Professional Development
3. Activity Sheet X
4. Designing an In-Service Session form
5. Sequencing Workshop Activities
6. Guidelines for Conducting In-Service Materials
7. Task Analysis of a Facilitators' Role When Conducting a Workshop
8. Facilities Checklist

Final Presentation
1. Do's and Don'ts for Workshop Facilitators
2. Final Evaluation Form

FACILITATOR NOTES

Facilitator Notes for the Introductory Presentation

This presentation includes a warm-up activity to assist the participants in becoming acquainted with one another and a lecture which gives an overview of the workshop. During this session, the facilitator should also explain the workshop "rules" to the group such as beginning and ending times and ask them to complete the pre-test.

At least three pages of newsprint should be hung around the room before this presentation. The newsprint should be divided into two columns. One column should be titled, "Do's" and the other, "Don'ts." The participants should be encouraged to write the "Do's" and "Don'ts" of conducting workshops on these pages throughout the workshop. If they do not, the facilitator should write some "Do's" and "Don'ts" to provide examples. The lists will be discussed at the end of the workshop.

Materials Needed for the Module

Facilitator Materials

Activity Notes

Overhead projector

Blank transparencies

Marking pens

1 star sheet per facilitator

1 large star drawn on paper. This star should be large enough for the participants to tape their stars onto it.

Masking tape

1 transparency of Part I of the workshop

1 transparency of Part II of the workshop

Three pages of newsprint divided into two columns. One column should be titled, "Do's" and the other, "Don'ts."

Participant Materials

1 star sheet per participant

1 list of "Objectives for the In-Service Package: Training Activities for Preparing Personnel to Design and Implement Workshops" per participant

1 "Pre- and Post Test for Preparing Personnel to Design and Implement Workshops" per participant

Time Needed to Complete the Module

Approximately one hour is needed for this module.

ACTIVITY NOTES

Activity Notes for the Introductory Presentation

1. Many of us have participated in workshops together before, but, to start this one, we have an activity which is designed to help us become better acquainted with one another.

(HAND OUT STAR SHEETS.)

2. You each have a paper with a star drawn on it. We'd like you to do the following.

3. Number each of the five points on the star one through five.

4. In each point you will draw something which I will describe. You may wish to make a little note by each point as to what you are to draw.

   a. In the first point, draw what you feel your greatest achievement has been either professionally or personally.

   b. In the second point, show what you would most like to be able to do. It may be a hobby or a particular professional goal. For example, I may want to be an olympic skier or a college professor.

   c. In the third point, draw what has had the most impact on your life in the past year.

   d. In the fourth point show what your greatest interest is which is unrelated to your profession.

   e. In the fifth point show why you are here.

   f. In the center, write three words you would like people to use to describe you when you're not around.

   g. Put your name on the star.

5. You will have ten minutes to illustrate what I have just outlined. You may sit anywhere you wish to complete the star.

(REPEAT THE FIVE POINT INSTRUCTION IF NECESSARY.)

6. After everyone has finished, we will share our stars with the group.

(THE FACILITATORS SHOULD ALSO COMPLETE A STAR.)

(ASK EVERYONE TO RETURN TO THE LARGE GROUP AFTER TEN MINUTES. PUT A STAR ON THE WALL THAT IS LARGE ENOUGH FOR THE PARTICIPANTS TO TAPE THEIR STARS ONTO IT. ABOVE THE STAR COULD BE WRITTEN: "OUR GROUP.")

7. Let's now share our stars with one another. After you have finished describing your star we will tape it to this large group star.

(KEEP THE ACTIVITY MOVING. IF THE PARTICIPANTS DON'T VOLUNTEER TO SHARE THEIR STARS, CALL ON A FEW AT FIRST UNTIL THEY BEGIN VOLUNTEERING. THE FACILITATORS SHOULD ALSO SHARE THEIR STARS.)

8. I'd next like to explain to you the rationale of this workshop. Many of you have been involved in in-service training programs which have taught you certain skills. Following your attendance at these workshops you may have been expected to teach these skills to others such as teachers in your buildings, consultants, or others on your staff.

9. You may have had many questions when preparing to make such presentations. For example, you may have wondered what the group you would be presenting the information to already knew about the topic or, you may have questioned how you could make your presentation interesting and motivating.

10. This workshop was designed because participants in groups such as this one asked the question, "How can I plan and conduct a successful workshop?" Or, they said, "I know how to do the skills you presented in this workshop but how do I teach them to other adults?"

    The workshop was also designed because the Midwest Regional Resource Center wanted to assist people that they had trained in their in-service modules to replicate that training with other groups in an effective manner. The Center then was concerned about establishing an efficient system for delivering information and training. They thought one way to do so was by training people to be effective in-service facilitators.

11. The workshop then, was developed to teach potential in-service facilitators the skills they need to work with groups in an in-service situation and the skills they need to organize and implement effective workshops.

12. Are there any questions or comments on why this particular workshop was developed?

13. Our next step was to identify the various elements that were needed to plan and conduct a successful workshop. We came up with several which we grouped into two parts.

(PUT THE TRANSPARENCY OF PART I ON THE OVERHEAD.)

14. In the first part of the workshop, you, as potential in-service facilitators, will identify various roles that facilitators and participants can take in in-service groups. We will then discuss what effects these roles have on the group and in what situations they would be most appropriate.

15. Learning how to use communication skills such as paraphrasing behavioral descriptions and discussing what motivates a group are also included in Part I. These are elements which, if used appropriately, can help a group function more effectively.

16. In Part I, we will focus on determining why a group is not functioning well and remedial techniques to help alleviate these problems.

(PUT THE TRANSPARENCY OF PART II ON THE OVERHEAD.)

17. In the second part of this workshop we will discuss skills in-service trainers need to organize and implement a workshop. Some of these skills include how to:

    a. Do a needs assessment to determine what the in-service needs are of the workshop participants.

    b. Select appropriate methods to use to present the workshop content.

    c. Establish an effective learning climate at the workshop.

    d. Modify workshop activities to meet the needs of the participants.

    e. Evaluate an in-service session.

18. During this part, we will also give you an opportunity to role play your biggest fear as a facilitator and to begin planning a workshop.

19. This gives you a summary of the rationale for our developing this workshop and an overview of what's to come. Are there any questions or comments?

20. What skills do you think are necessary for in-service trainers to have? Give me some suggestions of skills you think are important.

(RECORD RESPONSES ON THE OVERHEAD. GIVE THE PARTICIPANTS AMPLE TIME TO GIVE SUGGESTIONS AND ENCOURAGE THE GROUP TO DO SO. IF NECESSARY CALL ON CERTAIN INDIVIDUALS. SOME OF THE SKILLS THE FACILITATOR MAY WANT TO MENTION IF THE PARTICIPANTS DO NOT ARE:

a. Know content.

b. Present information effectively (use appropriate methods).

c. Identify needs (make information relevant to participant needs).

d. Modify content if necessary.

e. Manage time, room arrangements, etc.

f. Be relaxed.

g. Know how to deal with group problems.

h. Know how to deal with individual problems of participants that pertain to the workshop.

i. Know how to plan with administrators, teachers, etc.)

21. When we began preparing this workshop, we thought of several objectives such as how to motivate a group, the communication skills necessary to deal with a hostile group, how to modify workshops to meet the needs of the participants and more.

22. Considering the skills that you think an in-service facilitator should have, and the areas we have just stated that we thought were important objectives for this workshop, what are some objectives for this workshop that you would personally like to see met?

(RECORD RESPONSES ON A TRANSPARENCY. THE FACILITATOR SHOULD PARAPHRASE THE COMMENTS OF THE PARTICIPANTS TO MAKE SURE HE CLEARLY UNDERSTANDS THEM. THESE OBJECTIVES DON'T NECESSARILY HAVE TO CONTAIN ALL THREE ELEMENTS OF AN OBJECTIVE BUT THEY SHOULD BE STATED IN OBSERVABLE TERMS.)

(WHEN THE DISCUSSION ENDS, DISTRIBUTE COPIES OF THE WORKSHOP OBJECTIVES.)

23. These are objectives that we have used in previous workshops to train in-service facilitators. Please read them and compare them to those you came up with. We are willing to change these if you don't think they will meet your needs.

(GIVE THE PARTICIPANTS ABOUT FIVE MINUTES TO READ.)

24. Are there any objectives on this list that you think need to be modified? Are there any that you think should be added or deleted?

(THE FACILITATOR SHOULD PARAPHRASE THE COMMENTS OF THE PARTICIPANTS TO BE SURE HE CLEARLY UNDERSTANDS THEM. IF ONE PERSON SUGGESTS CHANGING, ADDING OR DELETING AN OBJECTIVE, GET THE CONSENSUS OF THE GROUP ABOUT IT. DURING THIS DISCUSSION, THE FACILITATOR SHOULD BE FLEXIBLE AND WILLING TO MAKE MODIFICATIONS IN THE OBJECTIVES IF NECESSARY. HE SHOULD TELL THE GROUP THAT HE WILL KEEP ALL THEIR SUGGESTIONS IN MIND AND TRY TO MODIFY THE WORKSHOP ACCORDINGLY. HE SHOULD NOT MAKE ANY PROMISES ABOUT ADDING OR MODIFYING AN OBJECTIVE UNLESS HE IS ABSOLUTELY CERTAIN HE CAN DEVELOP APPROPRIATE ACTIVITIES. IT IS BETTER THAT HE SAYS HE WILL "DO HIS BEST" AND REPORT BACK TO THE GROUP HIS SUCCESS OR FAILURE RATHER THAN MAKE PROMISES HE CAN'T KEEP.

THE FACILITATOR SHOULD CONTINUE PARAPHRASING THE GROUP'S COMMENTS AND DISCUSSING THE WORKSHOP OBJECTIVES WITH THEM UNTIL CONSENSUS IS REACHED THAT THE LIST, OR A MODIFIED VERSION OF IT, CONTAINS ACCEPTABLE WORKSHOP OBJECTIVES.

AMPLE TIME SHOULD BE TAKEN FOR THE PARTICIPANTS TO CONSIDER THE OBJECTIVES AND REACH AGREEMENT ON WHAT WILL TAKE PLACE AT THE WORKSHOP. IN THIS WAY, COMMITMENT TO THE WORKSHOP WILL BE DEVELOPED.)

25. Throughout this workshop we will be trying to model the principles mentioned in these objectives. For example, we will be modeling different facilitator roles and different methods for presenting material.

26. Watch us carefully and ask us questions about what we are doing and why we are doing it. If you do, the principles that we are studying might make a lot more sense.

27. Please look at the pages of newsprint on the walls. Throughout the workshop, list all the things an in-service facilitator should do when planning and implementing a workshop in the "Do" column. List all the things he should not do in the "Don't" column. We'll discuss these lists at the end of the workshop.

28. We will start the workshop at ______and try to end at___________.

(THE FACILITATOR SHOULD INFORM THE PARTICIPANTS OF THE OTHER "GROUND RULES" OF THE WORKSHOP, SUCH AS WHEN THEY CAN TAKE COFFEE BREAKS, ETC.)

29. Let's take about thirty minutes to take the pre-test. Please put your name or your initials or some kind of symbol on the front page of the test. At the end of the workshop, we will ask you to take the test again. We will then compare the results of the two tests.

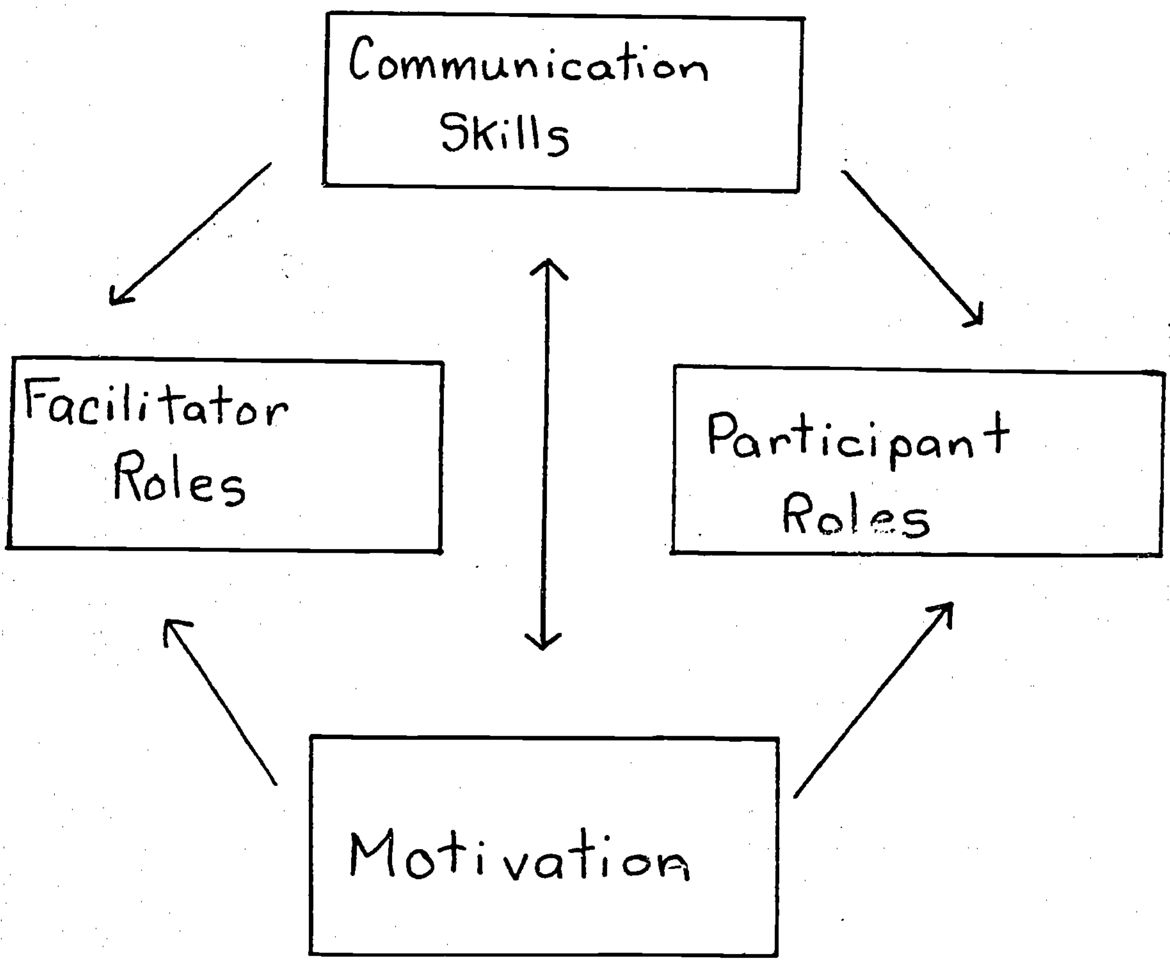
(DISTRIBUTE THE TESTS. GIVE THE PARTICIPANTS ABOUT THIRTY MINUTES TO COMPLETE IT.)

30. Are there any questions or comments before we start the first module?

FACILITATOR MATERIALS

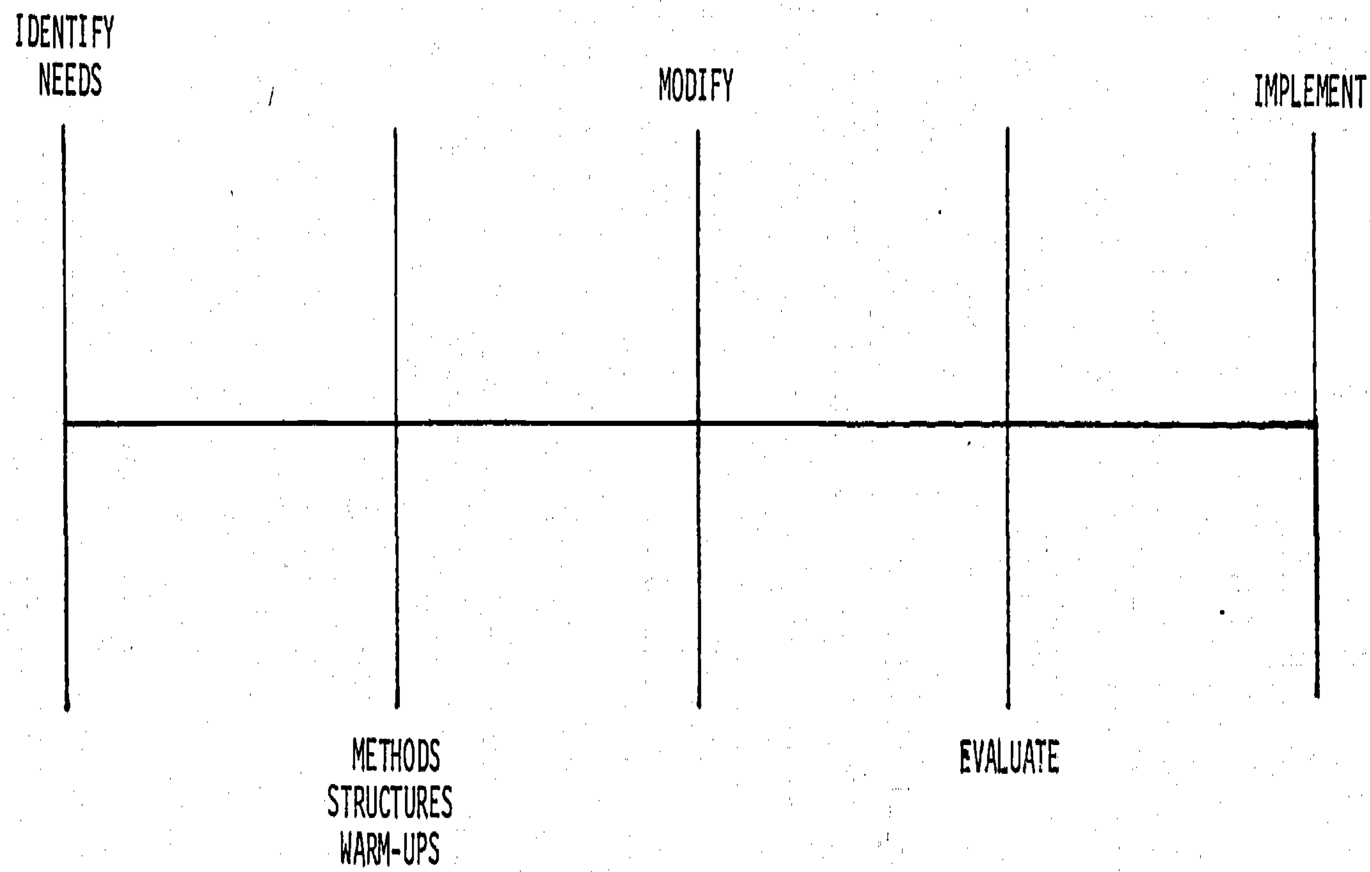
(Use in the Introductory and Final Presentations)

PART I

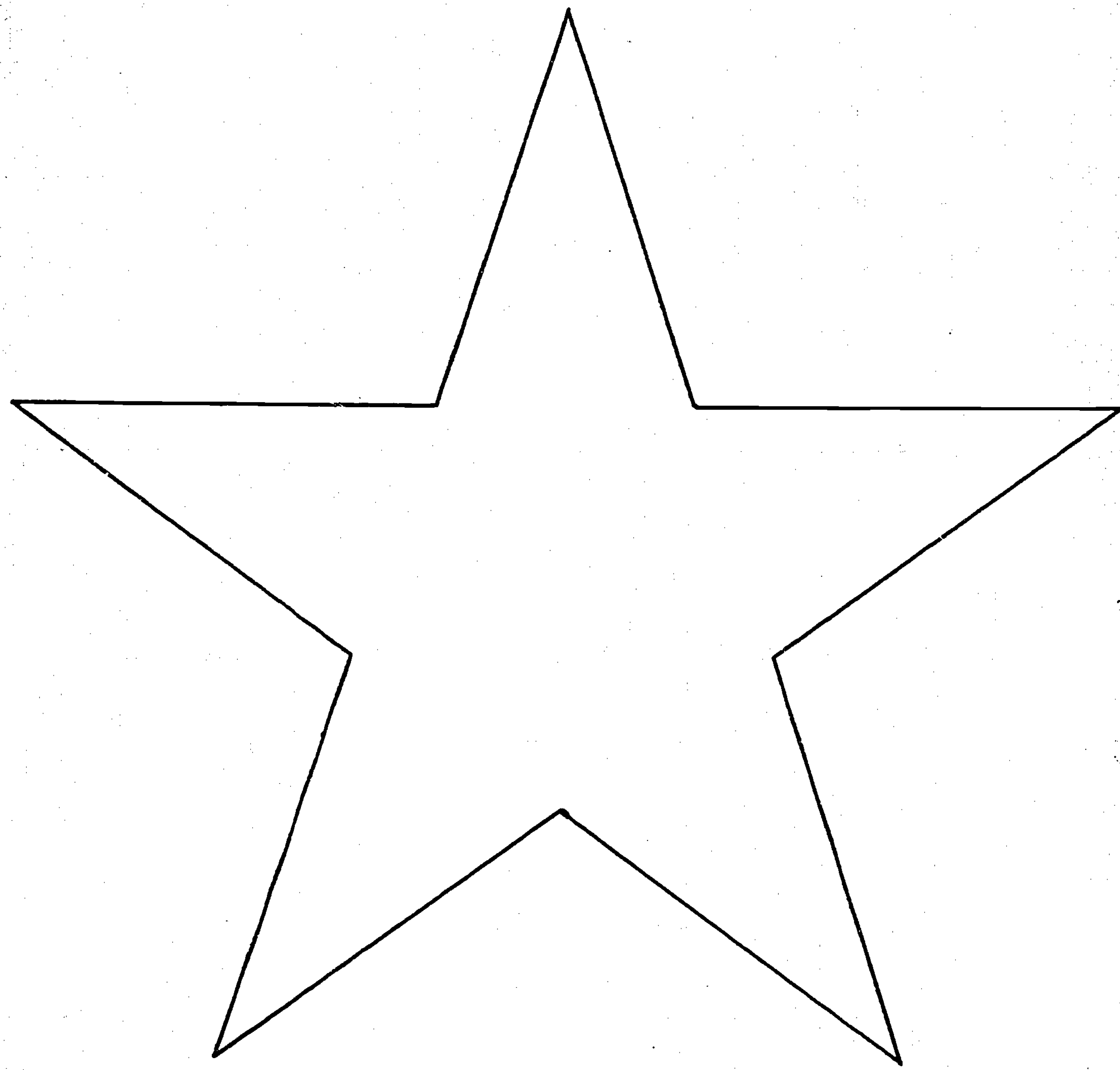


(Use in the Introductory
and Final Presentations)

PART II



PARTICIPANT MATERIALS



Objectives for the In-Service Package: Training Activities for Preparing Personnel to Design and Implement Workshops

1. The participants will be able to list at least three different roles an in-service facilitator can take, the observable behaviors that describe each role, the effect each one has on a group of participants, and in what situations the role might be used.

2. The participants will be able to list at least three different roles participants in an in-service workshop can take, the observable behaviors that describe each role, the effects each one has on other members of the in-service group, and in what situations each role might be used.

3. The participants will be able to list at least three factors that can motivate a group.

4. A. The participants will be able to define and identify paraphrases, perception checks, behavioral descriptions, and descriptions of feelings with 90% accuracy.

   B. The participants will be able to use paraphrases and perception checks in role play situations with 90% accuracy.

5. The participants will be able to select three methods for assessing in-service needs for informal diagnosis and prescriptive programming skills or other professional skills.

6. A. The participants will be able to read the assigned pages and discuss what warm-up activities, structures and methods for establishing the learning climate could be used to implement a workshop. They will accomplish this with 90% accuracy.

   B. The participants will be able to plan and present a mini-lecture and demonstration, concerning the material at a "Methods Center."

7. The participants will be able to role play a situation which portrays their greatest fear as a facilitator and develop at least three modifications for the situation, using the principles discussed in the mini-lecture.

8. The participants will be asked to read in-service training materials that they may present to others at some time and prepare at least three questions about them.

9. The participants will be able to present four different types of evaluation procedures, list when and how to use them, the advantages and disadvantages of each, and when and how each evaluation technique has been used in previous workshops.

10. The participants will be able to complete at least three questions on the "Designing an In-Service Session" form.

FACILITATOR NOTES

Facilitator Notes for <u>Module I:
Identifying Facilitator Roles</u>

In this module, participants practice identifying the different roles facilitators of in-service workshops and other meetings can play. They identify the observable behaviors that describe each role, the effects the role has on the group, and situations in which it would be appropriate to use the role.

This is an important activity because it provides the participants with a list of different facilitator roles that they may use when they are conducting a workshop. The participants can practice these roles during the role plays and other activities throughout the workshop.

Before conducting this module, it is important for the facilitator to:

1. Read sources on leadership roles, or styles, and behaviors. Some sources are listed in the bibliography.

2. View the video-tape and attempt to identify each role, the observable behaviors that describe it, the effects that this role had on the group, and in what situations each role would be most appropriate.

3. Prepare several pages of newsprint. The pages should be titled "Facilitator Roles" and be divided into four columns. The first column should be titled "Facilitator Roles;" the second, "Observable Behaviors;" the third, "Effects on the Group;" and the fourth, "Situations."

4. List at least seven different roles in the "Facilitator Roles" column of the newsprint.

   Examples of roles that could be included on this list are on a page at the end of the Activity Notes, titled "Previous Participants' Examples of Facilitator Roles, Behaviors, Effects and Situations."

During the activity, the facilitator should:

1. Model the use of communication skills, such as paraphrasing and perception checking. He should do this throughout the whole module but especially when discussing the behaviors that describe each role, the effects the roles had on the group, and the situations in which the roles would be most appropriate.

2. Watch the pacing of the module so it does not lag.

Shortly after the participants discuss an article on facilitator roles, they watch a video tape on which five different roles are portrayed. They are asked to identify the roles being played, the behaviours that describe these roles, the effects the roles have on a group and in what situations the roles would be appropriate.

When the participants watch the video, they may identify each role differently than what is listed in the Activity Notes. If this occurs, ask them to list the observable behaviors which they saw that they though described the role they identified. If the role and behaviors they describe are appropriate, accept their response. There is often very little difference among the facilitator roles. The label or name that the participants give the role is not as important as being able to list the behaviors that describe it, and the effects it can have on a group. Tell the participants what the Activity Notes state the role is and discuss with them the observable behaviors on the tape that describe that role.

The responses the participants make to the question "What effect did the role have on the group?" may vary greatly. Accept all of these responses and encourage the participants to explain why they think groups would be affected in that way. It is important for them to realize all the possible effects a facilitator's role or style can have on a group.

If the participants are having difficulty listing behaviors, effects the roles can have on groups and situations in which the roles would be most appropriate, the facilitator may refer to the page titled "Previous Participants' Examples of Facilitator Roles, Behaviors, Effects and Situations " for examples. Direct questioning of the participants may also stimulate discussion.

When the video tape activity is finished, the facilitator should ask the participants if they want to complete the third and fourth columns on the newsprint (effects and situations) for the other roles they previously listed on the newsprint. If they want to, the facilitator should do so until interest lags. This is an important activity and more time should be allotted to it if the participants are interested.

The video tape was recorded on a Sony AV-3600 ½" video recorder. For best results use the same equipment when playing it. The material for this module starts at "0" on the tape and ends at "440."

If the facilitator does not wish to use the video tape, he can role play the roles presented on it. If he does so, he should have a prepared script to follow so he can repeat the role play if the participants ask him to.

It will take about one-half hour to tally the results from the "Characteristics of an In-Service Trainer" form. The results should be compiled some time during the first day of the workshop when it is not in session. They should be shared with the participants as soon as possible. This form may also be completed by the participants at the end of the workshop. The facilitator may compare the way the participants completed the form at the beginning and end of the workshop to obtain evaluation data on how skillful the participants feel themselves to be. Ask the participants to put an identifying mark on their form so such comparison is possible.

Objective of the Module

The participants will be able to list at least three different roles an in-service facilitator can take, the observable behaviors that describe each role, the effect each one has on a group of participants, and in what situations the role might be used.

Materials Needed for the Module

Facilitator Materials

Activity Notes

1 transparency of "Facilitator Use of Authority"

Several pages of newsprint divided into four columns. Title the page and the first column, "Facilitator Roles;" the second, "Observable Behaviors;" the third, "Effects on the Group;" and the fourth, "Situations."

Masking tape

Marking pen

Extra pages of newsprint

Video-tape of the roles

Video-tape deck

Video-tape T.V. monitor

Participant Materials

1 copy of Activity Sheet I per participant

1 copy of Observation Form I per participant

1 copy of "Characteristics of an In-Service Trainer" form per participant

Time Needed to Complete the Module

About one and one-half hours is needed to complete this module.

ACTIVITY NOTES

Activity Notes for Module I: Identifying Facilitator Roles

1. In our first module, we will concentrate on identifying the different roles an in-service facilitator can play, the observable behaviors that describe each role, the effect each role has on a group of participants, and when in group situations that role might be used. Knowing about the different roles a facilitator can take, and the effects these roles can have on a group, will help us when we are trying to diagnose why a group is or is not functioning effectively.

(THIS MINI-LECTURE IS ADAPTED FROM "HOW TO CHOOSE A LEADERSHIP PATTERN" BY TANNENBAUM AND SCHMIDT. THE FACILITATOR SHOULD RECORD THE IMPORTANT POINTS OF THE FOLLOWING PRESENTATION ON A TRANSPARENCY.)

2. There are many forces than can influence why a facilitator plays a certain role. One force is his value system. For example, how strongly does he feel that individuals should have a share in making the decisions which affect them? Or, how convinced is he that the person who is paid or chosen to assume responsibility should personally carry the burden of decision-making?

3. A second force is the facilitator's confidence in the group members. Facilitators differ in the amount of trust they have in other people. After considering the knowledge and competence of a group with respect to a problem, a facilitator may (justifiably or not) have more confidence in his own capabilities than in those of the group members.

4. The facilitator's own leadership inclination is a third force. People differ in the manner in which they seem to function most comfortably and naturally.

5. The facilitator's feelings of security in an uncertain situation are the last force. A facilitator who releases control over the decision-making process reduces the predictability of the outcome. Facilitators who have a greater need than others for predictability and stability are more likely to "tell" or "sell" than to "join."

6. Before deciding what role to use with a certain group, the facilitator may also want to remember that each member, like himself, is influenced by many personality variables and expectations. Generally speaking, he can permit the group greater freedom if the following conditions exist:

a. If members have relatively <u>high needs for independence</u>.

b. If members have a <u>readiness to assume responsibility</u>.

c. If they have a relatively <u>high tolerance for ambiguity</u>.

d. If they are <u>interested</u> in the problem and feel that it is important.

e. If they understand and <u>identify with the goals</u> of the oganization.

f. If they have the necessary <u>knowledge</u> and <u>experience</u> to deal with the problem.

g. If they <u>expect to share</u> in decision-making.

7. Some roles that facilitators take with a group allow the group many opportunities to make decisions. At other times, facilitators may demonstrate very authoritarian roles which do not allow the group to make many decisions.

(PUT THE "FACILITATOR USE OF AUTHORITY" TRANSPARENCY ON THE OVERHEAD. COPIES OF THIS MAY BE DISTRIBUTED TO THE PARTICIPANTS.)

8. The transparency relates different kinds of facilitator behavior to different balances of power between the facilitator and members. The pattern of facilitator behavior may range from "facilitator-centered" to "group-centered" -- depending on whose assessment of the problem, interests, experience and motivations dominate the decision-making process.

This transparency mentions five facilitator roles and behaviors.

a. <u>Telling</u>: The facilitator identifies a problem, considers alternative solutions, chooses one of them, and then tells his followers what they are to do. Members may be considered but do not participate directly in the decision-making. Coercion may or may not be used or implied.

b. <u>Selling</u>: The facilitator makes the decision but tries to persuade the group members to accept it. He points out how he has considered organization goals and the interests of group members, and he states how the members will benefit from carrying out the decision.

c. <u>Testing</u>: The facilitator identifies a problem and proposes a tentative solution. He asks for the reaction of those who will implement it. He makes the final decision.

d. <u>Consulting</u>: The group members have a chance to influence the decision from the beginning. The facilitator presents a problem and relevant background information. The group is invited to increase the number of alternatives.

e. <u>Joining</u>: The facilitator participates in the discussion as a member and agrees in advance to carry out whatever decision the group makes.

(DIRECT THE PARTICIPANTS ATTENTION TO THE NEWSPRINT ON THE WALL TITLED, "FACILITATOR ROLES." BE SURE THAT AT LEAST SEVEN DIFFERENT FACILITATOR ROLES ARE ALREADY LISTED IN THE FIRST COLUMN. ROLES FOR THIS LIST MAY BE FOUND ON THE PAGE AT THE END OF THE ACTIVITY NOTES TITLED, "PREVIOUS PARTICIPANTS' EXAMPLES OF FACILITATOR ROLES, BEHAVIORS, EFFECTS AND SITUATIONS.")

9. On this newsprint are listed some facilitator roles. What roles can you add to this list? These may be roles that you have read about or may know about from your experiences.

(RECORD RESPONSES IN THE FIRST COLUMN.)

10. Now, let's discuss each role and add what observable behaviors describe each role. These are behaviors that can be seen, heard, measured, or counted. For example, let's say that one of the roles a facilitator could take was that of a demonstrator. An observable behavior that describes that role is showing a group "how to" do something.

(RECORD THIS IN THE SECOND COLUMN.)

11. What are the behaviors that describe the other roles?

(RECORD THE GROUP'S RESPONSES ON THE NEWSPRINT. THE FACILITATOR SHOULD REFER TO THE PAGE AT THE END OF THE ACTIVITY NOTES FOR EXAMPLES OF THE KINDS OF BEHAVIORS THAT SHOULD BE DESCRIBED. IT IS IMPORTANT THAT THE GROUP DESCRIBE THESE BEHAVIORS IN OBSERVABLE TERMS AND REACH CONSENSUS ON THE DESCRIPTION OF THEM. THEY WILL BE USING THESE BEHAVIORS TO IDENTIFY FACILITATOR ROLES SHOWN ON THE VIDEO TAPE AND IN OTHER ACTIVITIES THROUGHOUT THE WORKSHOP.

THE FACILITATOR SHOULD PARAPHRASE THE PARTICIPANTS' RESPONSES IN ORDER TO SPECIFICALLY PINPOINT THE OBSERVABLE BEHAVIORS THE PARTICIPANTS ARE REFERRING TO.)

12. We have compiled quite a complete list of facilitator roles and behaviors. In order to give us more practice in identifying and

describing these roles, let's view a video tape which shows five different facilitator roles.

(DISTRIBUTE ACTIVITY SHEET I AND OBSERVATION FORM I.)

13. Read this Activity Sheet. As you watch the tape, identify each facilitator role. List the observable behaviors you see which make you think that is the role being portrayed. Also list the effects which this role has on the group. For example, does it alienate the group or make them ask more questions? Then, we will discuss in what situations this role would be most appropriate.

Are there any questions?

(SHOW THE VIDEO OF THE AUTHORITARIAN ROLE WHICH IS 038-096 ON THE TAPE. BEFORE STARTING THE DISCUSSION FOLLOWING EACH ROLE SHOWN ON THE TAPE, THE FACILITATOR SHOULD ASK THE PARTICIPANTS IF THEY WANT TO WATCH THE PRESENTATION AGAIN.)

14. What role was being portrayed

(SUGGESTED RESPONSE: AUTHORITARIAN ROLE. RECORD OR CIRCLE ON THE NEWSPRINT.)

15. What observable behaviors were demonstrated?

(IF THE ROLE AND OBSERVABLE BEHAVIORS WERE LISTED BY THE PARTICIPANTS PREVIOUSLY, REFER TO THESE. ASK THEM IF THEY SAW THESE BEHAVIORS. IF THEY SAY, "YES," ASK THEM TO TELL YOU WHEN THEY SAW THEM DEMONSTRATED ON THE TAPE. THEN, ASK THEM WHAT OTHER OBSERVABLE BEHAVIORS THEY SAW ON THE VIDEO THAT THEY THOUGHT ILLUSTRATED THE "AUTHORITARIAN" ROLE WHICH WERE NOT ON THE NEWSPRINT. RECORD THESE.)

16. What effect did this role have on the group?

(RECORD RESPONSES IN THE THIRD COLUMN ON THE NEWSPRINT. IF THE GROUP DOES NOT RESPOND, ASK THEM IF THE PARTICIPANTS IN AN IN-SERVICE SESSION, LED BY THIS FACILITATOR, WOULD BE THREATENED BY THE FACILITATOR OR WOULD BE EAGER TO TRY THE METHOD THE FACILITATOR WAS TEACHING, ETC. REFER TO THE PAGE AT THE END OF THE ACTIVITY NOTES FOR EXAMPLES OF RESPONSES.)

17. In what situations would this role be most effective?

(RECORD RESPONSES IN THE FOURTH COLUMN ON THE NEWSPRINT. REFER TO THE PAGE AT THE END OF THE ACTIVITY NOTES FOR EXAMPLES OF RESPONSES.)

18. Would the background of the participants be an important consideration in deciding whether or not to use this role in a certain workshop situation? Why or why not? Would subject matter be an influencing factor in the effectiveness of this role? Why or why not?

19. By looking at these roles, the observable behaviors, the effects the role has on the group, and then stating in what situations these roles would be most appropriate, we can learn to match facilitator roles to particular types of learning experiences.

20. Let's look at the next video of a facilitator role and continue looking at the same elements. I think this will make it clearer to you that different facilitator roles have varying effects on groups, depending on the training situation.

(SHOW THE VIDEO OF THE DEMONSTRATOR ROLE. IT IS FROM 100-188 ON THE TAPE.)

21. What role was being portrayed?

(SUGGESTED RESPONSE: DEMONSTRATOR. RECORD OR CIRCLE ON THE NEWSPRINT.)

22. What effect did this role have on the group?

(RECORD RESPONSES. REFER TO THE PAGE AT THE END OF THE ACTIVITY NOTES FOR EXAMPLES OF RESPONSES.)

23. In what situations would this role be most effective?

(RECORD RESPONSES. REFER TO THE PAGE AT THE END OF THE ACTIVITY NOTES FOR EXAMPLES OF RESPONSES.)

24. Would the background of the participants be a important consideration in deciding whether or not to use this role in a certain workshop situation? Why or why not?

25. Would the subject matter be an influencing factor in the effectiveness of this role? Why or why not?

(SHOW THE VIDEO OF THE EXPERT ROLE. IT IS FROM 192-268 ON THE TAPE.)

26. What role was being portrayed?

(SUGGESTED RESPONSE: EXPERT. RECORD OR CIRCLE ON NEWSPRINT.)

27. What effect did this role have on the group?

(RECORD RESPONSES. REFER TO THE PAGE AT THE END OF THE ACTIVITY NOTES FOR EXAMPLES OF RESPONSES.)

28. In what situations would this role be most effective?

(RECORD RESPONSES. REFER TO THE PAGE AT THE END OF THE ACTIVITY NOTES FOR EXAMPLES OF RESPONSES.)

29. Would the background of the participants be an important consideration in deciding whether or not to use this role in a certain workshop situation? Why or why not?

30. Would the subject matter be an influencing factor in the effectiveness of this role? Why or why not?

(SHOW THE COUNSELOR ROLE. IT IS FROM 272-371 ON THE TAPE. THE VOLUME MAY NEED TO BE TURNED UP FOR THIS PRESENTATION.)

31. What role was being portrayed?

(SUGGEST RESPONSE: COUNSELOR. RECORD OR CIRCLE ON THE NEWSPRINT.)

32. What effect did this role have on the group?

(RECORD RESPONSES. REFER TO THE PAGE AT THE END OF THE ACTIVITY NOTES FOR EXAMPLE OF RESPONSES.)

33. In what situations would this role be most effective?

(RECORD RESPONSES. REFER TO THE PAGE AT THE END OF THE ACTIVITY NOTES FOR EXAMPLES OF RESPONSES.)

34. Would the background of the participants be an important consideration in deciding whether or not to use this role in a certain workshop situation? Why or why not?

35. Would the subject matter be an influencing factor in the effectiveness of this role? Why or why not?

(SHOW THE VIDEO OF THE SELLER ROLE. IT IS FROM 374-440 ON THE TAPE.)

36. What role was being portrayed?

(SUGGESTED RESPONSE: SELLER. RECORD OR CIRCLE ON THE NEWSPRINT.)

37. What effect did this role have on the group?

(RECORD RESPONSES. REFER TO THE PAGE AT THE END OF THE ACTIVITY NOTES FOR EXAMPLES OF RESPONSES.)

38. In what situations would this role be most effective?

(RECORD RESPONSES. REFER TO THE PAGE AT THE END OF THE ACTIVITY NOTES FOR EXAMPLES OF RESPONSES.)

39. Would the background of the participants be an important consideration in deciding whether or not to use this role in a certain workshop situation? Why or why not?

40. Would the subject matter be an influencing factor in the effectiveness of this role? Why or why not?

41. Now, let's look at the other roles we listed on our charts that were not on the video tape. Would you like to discuss the effects any of these can have on a group and/or in what situations they would be most appropriate?

(ALLOW THE GROUP TO CHOOSE OTHER ROLES TO DISCUSS. DO NOT DISCUSS EACH ROLE UNLESS IT IS THE WISH OF THE GROUP.)

42. We have listed a variety of roles and behaviors. When you are planning a workshop, it will be vital to determine what facilitator roles will be most conducive to the type of learning activity you have designed and for the type of participants who will be attending.

43. By listing the observable behaviors of each role, we hope we have given you ideas of what you would have to do to portray each role. Throughout this workshop, you will have opportunities to practice some of these behaviors.

44. As this workshop continues, try to identify different roles we, as facilitators, are playing. Then circle it on this newsprint which will stay posted throughout the entire workshop. If you identify me in a counselor role, circle it on the newsprint at some time. Add the observable behaviors you saw, if they aren't already listed. Also write the effect you think the role had on the group, and the situation in which it was used. It will be interesting to see how many different roles are used, and in what situations they were played.

45. Throughout the workshop, we will be modeling different roles for you. If you think another role would have been more effective in a certain situation, or you wonder why we used a certain role, mention it to us. We would like to discuss your views with you either individually or with the whole group, whatever you wish.

    Comments like that would give us lots of good feedback and provide you with an opportunity to question why we are doing something in a certain way. We are willing to modify the roles we are using so please give us the opportunity to do so.

46. Now that we have discussed a number of facilitator roles, let's take a few moments to examine our personal skills as a facilitator.

47. We may be competent in describing another's roles and behaviors, but only if we can evaluate our own facilitator skills can we hope to pinpoint those skills which need development.

48. We have a form we'd like you to complete that will help you pinpoint your own personal strengths and weaknesses as a facilitator. By completing it, you may have a more accurate picture of the skills you want to work on during the workshop.

(DISTRIBUTE COPIES OF "CHARACTERISTICS OF AN IN-SERVICE TRAINER.")

49. Read the list of skills. Decide which skills you already have, which ones you don't have, and which ones you think need improvement. There is also a column to mark if you do not think the skill is important. Mark each item in the appropriate place.

50. We will tally the results of the form as soon as possible, and then discuss them with you. This will help us identify what particular skills we need to emphasize in our workshop as well as help you identify what skills you want to work on.

51. There will be opportunities throughout the workshop for you to work on the facilitator skills you want to improve. For example, we will be asking you to participate in some role plays where you could practice some new behaviors. If you think one of your weaknesses, as a facilitator, is being too timid, perhaps during a role play, you can try out some assertive behaviors. Then ask the people role playing with you for feedback on how those behaviors affected them.

52. If you think you are not being given opportunities to practice some new behaviors that may help you become a more competent facilitator, please let us know, and we will try to arrange for such opportunities. We want to make this workshop as relevant for you as we possibly can.

53. Any questions or comments?

54. Please take about ten minutes to complete the form. When you hand it in, put an identifying mark on it so we can return it to you.

(Use in Activity I.)

Previous Participants' Examples
of
Facilitator Roles, Behaviors, Effects, and Situations

Role	Observable Behaviors	Effects on Group	Appropriate Situations for Role
1. Demonstrator	a. shows "how to"	a. makes the audience want to do the the task b. makes the audience feel involved c. makes the participants feel more confident about beginning the activity	a. teaching new concept b. correcting inappropriate methods c. when presenting to inexperienced group
2. Advocate (Seller)	a. uses words or language to persuade or sell people b. defends his position c. points out strengths of his position	a. makes the group want to examine the product or activity b. makes the group want to try the product or activity	a. when you're trying to influence groups to make a certain decision
3. Expert	a. gives out information b. factual c. frequent use of references d. uses tone of authority e. is not ambiguous - doesn't use words like "maybe." Uses words like "always."	a. little chance for discussion b. can turn "off" some groups c. makes some groups feel comfortable - they like hearing how things are supposed to be	a. where there are time limitations b. where data transmission is the goal c. when person is experienced and/or knowledgeable on subject

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Role	Observable Behaviors	Effects on Group	Appropriate Situations for Role
4. Authoritarian	a. definite b. leads group c. "this is the way it is"	a. may intimidate b. frequently antagonizes c. "security blanket" for some	a. emergency situations
5. Counselor	a. listens b. suggests c. clarifies before responding d. "guides" group e. responsive to group needs	a. provides closure b. secures more group commitment c. elicits "good" feelings.	a. classroom teacher b. parent c. can provide "process" feed-back to the group (i.e. how "comfortable" people feel, how interested they are)
6. Instructor	a. dispenses information b. flexible c. observes d. critiques e. guides	a. develops rapport b. makes the group feel as if they've learned something	a. when "knowledge" is the objective
7. Manipulator	a. gives false praise b. makes participants guinea pigs	a. group feels as if it has been "used"	a. never
8. Confronter	a. approaching someone about a disagreement b. states the problems/issues	a. ill at ease b. may solve problem	a. use sparingly

Role	Observable Behaviors	Effects on Group	Appropriate Situations for Role
9. Moderator	a. asks people to present information b. provides transitions between presentations ("ties" it together) c. directs questions to the appropriate source	a. lets group receive information from many sources b. group understands the flow of the presentations - it is "tied" together for them	a. if there are many people to present b. if presentations are not "tied" together well

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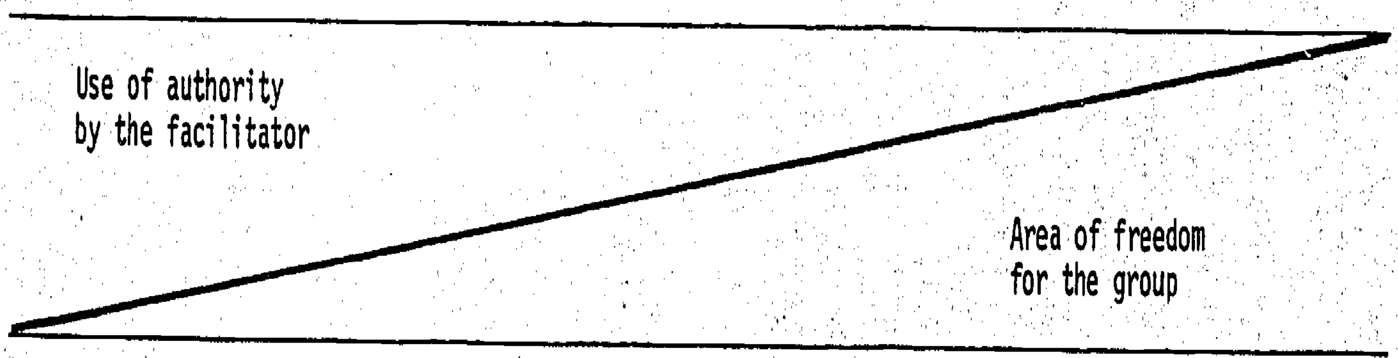
FACILITATOR MATERIALS

Facilitator Use of Authority

Facilitator-centered leadership

Group-centered leadership



Facilitator "tells" the decision.	Facilitator "sells" the decision.	Facilitator presents ideas and invites questions.	Facilitator presents tentative decision subject to change.	Facilitator presents problem, gets suggestions, makes decision.	Facilitator defines limits; asks group to make decision.	Facilitator permits group to function within limits defined by superior.

(use in Activities I and IV)

Schedule for the Video Tape that Accompanies the In-service Package: Training Activities for Preparing Personnel to Design and Implement Workshops

000 - 008	Fifteen second leader
008 - 033	Introduction
033 - 038	Blank (ten seconds)
038 - 096	Authoritarian Role Play
096 - 100	Blank (ten seconds)
100 - 188	Demonstrator Role Play
188 - 192	Blank (ten seconds)
192 - 268	Expert Role Play
268 - 272	Blank (ten seconds)
272 - 371	Counselor Role Play (adjust volume)
371 - 374	Blank (ten seconds)
374 - 440	Seller Role Play
440 - 443	Blank (ten seconds)
443 - 489	Demonstration of Paraphrasing

Total time: Twenty-three minutes and ten seconds.

Recorded on Sony AV-3600 1/2" videorecorder.

For best results, use the same equipment when playing the tape.

PARTICIPANT MATERIALS

(Use in Activity I)

Observation Form I

	Facilitator Role	Observable Behavior	Effects on Group	Situations
ole I				
ole II				
le III				
le IV				
le V				

(Use in Activity I and the Final Presentation)

CHARACTERISTICS OF AN IN-SERVICE TRAINER

Interpersonal Communication Skills	Skills Have	Skills Need Improvement	Skills Don't Have	Sk N Nec
1. Listening carefully				
2. Being brief and concise				
3. Describing behavior				
4. Describing feelings				
5. Giving and receiving feedback				
6. Coping with communication under pressure				
7. Drawing others out				
8. Thinking before I talk				
9. Keeping my remarks on the topic				
10.				

Problem Solving Skills				
1. Identifying problems				
2. Stating problems or goals				
3. Asking for ideas, opinions				
4. Giving ideas				
5. Doing force field analysis				
6. Deriving implications				
7. Brainstorming				
8. Evaluating ideas critically				
9. Summarizing discussions				
10. Clarifying issues				
11. Planning for action				
12. Evaluating action plans				
13.				

Group Process Skills	Skills Have	Skills Need Improvement	Skills Don't Have	Skills Not Necessary
1. Observing and analyzing group interaction				
2. Making decisions in a group				
3. Taking leadership roles				
4. Choosing appropriate leadership roles				
5. Dealing with group pressure and conformity				
6. Dealing with conflict				
7. Using group resources				
8. Giving and receiving help in a group				
9. Identifying various effects of leader behaviors on group interaction				
10. Identifying various effects of participant behaviors on group interaction				
11. Analyzing and diagnosing problems in a group				
12. Noting reactions of the group or group members				
13.				

Adapted from "Skills I Need to Acquire" and "Goals for Personal Development," Preparing Educational Training Consultants: Skills Trainers Workshop, Northwest Regional Educational Laboratory, Portland, Oregon, 1974, pp. 53, 54, & 255, 256 & 257.

ACTIVITY SHEETS

1. Watch a video-tape of five facilitator roles. As you watch each one, mark on the accompanying sheet the following:

    a. Under the "Facilitator Role" column, write what role you identify as being portrayed on the tape.

    b. Under the "Observable Behavior" column, write the observable behaviors which make you think a certain facilitator role is being demonstrated. Specifically state the behaviors that you observe.

    c. Under the "Effects on the Group" column, write what effects the role the facilitator is playing had on the group of participants.

    d. In the "Situations" column, write in what situations you think the role would be most effective.

2. After watching each role, rejoin the large group for discussion.

FACILITATOR NOTES

Facilitator Notes for Module II: Identifying Participant Roles

Before presenting this module, the facilitator should:

1. Read pages 117-120 (pages 84-87 in the first edition) in Effective Small Group Communication Skills, pages 248-252 in Planning, Conducting, and Evaluating Workshops, and the article "How to Recognize an Effective Group."

2. Prepare the "Choosing a Color" exercise. The directions for it are included in the module. Three packets of directions need to be made for each group of nine participants. If there are fewer than nine in the group, remove one or more of the roles.

The purpose of the exercise is to illustrate the different roles participants in a group may take. The facilitator may substitute a similar exercise for this one if he wishes as long as it will illustrate the same concept to the participants.

3. Prepare several pages of newsprint. The pages should be titled "Participant Roles" and be divided into four columns. The first column should be titled "Participants Roles;" the second, "Observable Behaviors;" the third, "Effects on the Group;" and the fourth, "Situations."

During this activity, the facilitator should:

1. Model the use of communication skills, such as paraphrasing and perception checking. He should do this throughout the whole module, but especially when discussing the behaviors that describe each role, the effects the roles had on the group, and the situations in which the roles would be most appropriate.

There is not a great deal of difference between some of the participant roles. The label or name that the participants give the role is not as important as being able to list the behaviors that describe it and the effects it can have on a group.

2. Pace the activity so it doesn't lag.

The "Effective Group Survey" form, distributed in this module, will be used two other times during the workshop. The facilitator can compile the results of these forms and use the information from them to make modifications in the workshop. The results can also be used to see if the participants are in agreement as to how they perceive the group. Hopefully, as the workshop continues and the participants complete the forms for the second and third times, the ratings will begin to converge as people become more competent in observing what is happening in the group.

The facilitator should discuss the results of the form with the group. He may wish to point out where the group is in agreement and disagreement in their perceptions and discuss why they think this has occurred.

It takes about twenty minutes to compile the results of the form. The facilitator may give the participants a break and do it then or he may do it while another facilitator begins teaching the next module. A third option is to compile the results during the evening and discuss them with the participants the next morning.

Objective of the Module

The participants will be able to list at least three different roles participants in an in-service workshop can take, the observable behaviors that describe each role, the effects each one has on other members of the in-service group, and in what situations each role might be used. Similar exercises may be found in the Handbook of Structured Experiences for Human Relations Training volumes I-IV, by Pfeiffer and Jones.

Materials Needed for the Module

Facilitator Materials

Activity Notes

Several pages of newsprint divided into four columns. Title the page and the first column "Participant Roles." Title the second column, "Observable Behaviors;" the third, "Effects on the Group;" and the fourth, "Situations."

Masking tape

Marking pen

Extra pages of newsprint

2 pages of newsprint that are duplicates of the "Effective Group Survey" form. Use these to print the results of the form on.

Participant Materials

1 copy of Effective Small Group Communication Skills per participant

1 copy of Planning, Conducting and Evaluating Workshops per participant

1 "Choosing a Color" exercise for each group of nine participants

1 copy of the article "How to Recognize an Effective Group" per participant

1 copy of the "Effective Group Survey" form per participant

Time Needed to Complete the Module

Approximately one hour and thirty minutes is needed to complete the module.

ACTIVITY NOTES

Activity Notes for Module II:
Identifying Participant Roles

1. We have discussed different roles facilitators can play and how these roles, and the behaviors that describe them, can affect a group. Let's now look at the different roles participants can take in a group and the effects these can have. Understanding what the different roles participants and facilitators can take in group, and the effects these can have on a group, will help us when we are trying to diagnose why a group is having trouble accomplishing its goal.

2. Think of the roles you have taken as a participant in any kind of a group. What were they?

(RECORD RESPONSES IN THE FIRST COLUMN OF THE NEWSPRINT TITLED "PARTICIPANT ROLES.")

3. What observable behaviors describe each role?

(RECORD RESPONSES IN THE SECOND COLUMN ON THE NEWSPRINT NEXT TO THE ROLE THEY ARE DESCRIBING.)

4. In order to more thoroughly discuss participant roles, please read the following material.

(DISTRIBUTE COPIES OF THE BOOKS EFFECTIVE SMALL GROUP COMMUNICATION SKILLS AND PLANNING, CONDUCTING AND EVALUATING WORKSHOPS.)

5. Please read pages 117-120 (84-87 in the first edition)in the Communication book and pages 248-252 in the Workshop book. Take about ten minutes to read. Think about the behaviors each role exhibits.

(AFTER TEN MINUTES, CALL THE GROUP TOGETHER.)

6. Matthew B. Miles developed a list of skills, or behaviors, that members of productive groups often have. Some of these you have already mentioned. I'd like to briefly go over his list with you.

7. Members of productive groups have:

   a. Listening Skills - They try to understand what others are saying. They ask people to repeat themselves or to clarify what they said.

   b. Saying Skills - They speak directly to the point and use words others can understand. They ask if others have understood them.

   c. Openness - They share feelings and ideas. They will discuss their own strong and weak points. They aren't afraid to show appropriate emotions at appropriate times.

   d. Trust - Such participants are willing to listen and try out other's ideas. They ask for and accept help from others.

   e. Feedback - They ask for it from others. They give feedback to others when it is appropriate to do so. They seem aware of whether or not others are ready for such feedback. They give it in a helpful manner and with a helpful intent.

   f. Awareness of Own Behavior - They are aware of their own behavior and how others are reacting to it. They show that they are aware of how they are reacting to the behavior of others.

   g. Experimenting with Own Behavior - They take different roles in the group at different times. They can relate to group members in different ways.

   h. Contributes to Group's Awareness of Itself - Such participants assist group members to become aware of what is happening in the group. They ask questions about what the group is feeling, doing, etc. They state their views on what the group is doing, feeling, etc.

   i. Problem Solving Effectiveness - They help the group solve problems. They are task-oriented and help the group reach its goal.

   j. Helping Group Maintenance - They pay attention to their own and others' feelings and attempt to build and maintain good relationships in the group.

   k. Group Diagnostic Ability - They can understand why things happened as they did in a group. They try to alleviate group problems.

8. Any questions or comments?

9. What new participant roles and behaviors would you like to add to our list?

(RECORD RESPONSES IN THE FIRST TWO COLUMNS. IF THE PARTICIPANTS HAVE NOT MENTIONED THE ROLES AND BEHAVIORS LISTED ON THE "PREVIOUS PARTICIPANTS' EXAMPLES OF PARTICIPANT ROLES, BEHAVIORS, EFFECTS AND SITUATIONS" PAGE AT THE END OF THE ACTIVITY NOTES, THE FACILITATOR SHOULD DO SO.)

10. In order to better understand these roles, their behaviors and the effects they have on a group, we'd like to do an exercise called "Choosing a Color."

11. Let's break up into groups of nine to do this activity. Each of the groups will get a packet of directions.

(DISTRIBUTE THE "CHOOSING A COLOR" EXERCISE.)

12. We will take one half hour to complete this exercise. The directions are in your packet.

(AFTER THIRTY MINUTES BRING THE GROUP BACK TOGETHER.)

13. Did participating in the "Choosing a Color" exercise make you think of new roles and behaviors that you want to add to our list?

(RECORD THE RESPONSES IN THE FIRST TWO COLUMNS.)

14. What effects did each of these participant roles have on your "Choosing a Color" group?

(RECORD THE RESPONSES IN THE THIRD COLUMN. CONCENTRATE FIRST ON THE ROLES THE PARTICIPANTS MENTIONED AFTER THEY COMPLETED THE "CHOOSING A COLOR" EXERCISE.)

15. In what group situations would these roles be appropriate?

RECORD RESPONSES IN THE FOURTH COLUMN.)

16. Let's look at the other participant roles you listed. Would you like to discuss the effects any of these can have on a group and/or in what situations they would be most appropriate?

(ALLOW THE GROUP TO CHOOSE OTHER ROLES TO DISCUSS. DO <u>NOT</u> DISCUSS EACH ROLE UNLESS IT IS THE WISH OF THE GROUP.)

17. To summarize, knowing the cause and effect relationships of these facilitator and participant roles can give you important diagnostic information about a group. When you are in a situation where the group isn't cohesive and cooperative, having an awareness of these roles can help you identify where some of the problems may be. For example, let's say that I identified that the participants are playing an apathetic role, based on my observations of their refusal to answer questions or volunteer information. I may then examine the role of the facilitator and discover it is a very authoritarian one. He is doing all the talking; the questions he asks are rhetorical; and he is giving assignments.

18. By identifying the roles of the facilitator and participants, the possible reasons why the participants are apathetic become clear. I can then begin to make some changes.

19. We have looked at facilitator and participant roles and have discussed in what situations these would be most effective. We have looked at what our personal strengths and weaknesses are, as a facilitator, and have identified some facilitator skills we'd like to improve.

(HAND OUT THE ARTICLE "HOW TO RECOGNIZE AN EFFECTIVE GROUP.")

20. Take about ten minutes to read this article which outlines procedures for analyzing a group's effectiveness. After you have read it, we will rate our group's effectiveness.

(AFTER TEN MINUTES, CALL THE GROUP TOGETHER.)

21. Do you have any questions or comments about this article?

22. We would now like to do an exercise that will give you practice in identifying the facilitator and participant roles that are represented in our group and practice in determining how our group is functioning.

23. This activity will also give us information that will help determine if modifications of the roles, methods, and so forth are needed to make the workshop more effective. We will need your help to make these decisions.

(DISTRIBUTE COPIES OF THE "EFFECTIVE GROUP SURVEY" FORM.)

24. To complete this form, read the statement. If you think all of the group does what the statement says, put a check under the column titled "all." If you think slightly less than half of the group does what the statement says, put a check under the column titled "slightly less than half."

25. On the back of the form, please write down the facilitator and participant roles you have seen demonstrated in this workshop so far. You may refer to our lists, if you wish.

26. Take some time to complete this form. Really think about your answers. If you don't understand a statement, please ask for clarification.

27. After you have completed it, please hand it in for us to tally. Put an identifying mark on it, so we can return it to you. Then take a break, and when you come back you can compare your ratings to the group's ratings. In this way, you can see how judgments may vary and see how accurate your observations are of where the group is at compared to the group's perception.

Do you have any questions?

(GIVE THE PARTICIPANTS ABOUT TEN MINUTES TO COMPLETE THE FORM. THEN GIVE THEM A TWENTY MINUTE BREAK. TALLY THE RESULTS AND PRINT THEM ON A NEWSPRINT COPY OF THE "EFFECTIVE GROUP SURVEY" FORM. TAPE THE FORM TO A WALL. DON'T FORGET TO ALSO COMPILE A LIST OF THE DIFFERENT FACILITATOR AND PARTICIPANT ROLES THE GROUP THINKS IT HAS SEEN DEMONSTRATED IN THE WORKSHOP.)

28. Here are the results. Do you have any questions or comments? On the basis of these results, should any modifications be made in the workshop?

(THE FACILITATOR SHOULD POINT OUT, IF THE PARTICIPANTS DON'T, THE DEGREES OF SIMILARITY OR DIFFERENCE IN THE RESPONSES. HE SHOULD ASK THEM WHY THEY THINK THE AGREEMENT OR DISAGREEMENT OCCURRED. IF PARTICIPANTS THINK MODIFICATIONS SHOULD OCCUR, ASK THEM WHAT RATING(S) ON THE FORM MADE THEM THINK MODIFICATIONS WERE NECESSARY.)

29. Here are the participant and facilitator roles you thought you had seen demonstrated during the workshop.

What behaviors did you see that made you think these roles were being demonstrated?

30. Do you have any questions or comments about these results? We will be completing this form two more times during the workshop. We'll compare our responses to see if we are more in agreement about what is going on in the group or less. Hopefully, as our observation skills improve, we will be in more agreement as to what we see happening in the group.

31. Throughout the remainder of the workshop, see how many different facilitator and participant roles you can observe. Also observe how the group is functioning.

(Use in Activity II)

Previous Participants' Examples of Participant Roles, Behaviors, Effects, and Situations

Role	Observable Behaviors	Effects on Group	Appropriate Situations for Role
1. Monopolizer	a. always talks but not always on relevant topics b. interrupts c. gets involved in lengthy discussions	a. may aggravate others b. may make others withdraw or become passive	a. when expert on subject
2. Contributor (Motivator/ Initiator)	a. answers and asks questions b. eye contact c. smiles d. shares ideas e. gets discussion going	a. stimulates discussion b. makes group more interesting c. moves group toward goal d. makes group more productive e. helps group make decisions	a. all b. with reluctant groups c. with stagnant groups who are having trouble making decisions
3. Active Listener	a. takes notes b. organized c. eye contact d. nods head e. participates in discussion (asks or answers questions) f. leans forward	a. stimulates group b. moves group toward goal c. makes group more productive	a. all
4. Active Distractor (Agitator)	a. talks about ir-relevant topics b. does nonrelated activities c. comments to get others off topic d. starts arguments e. rattles keys, etc.	a. breaks continuity b. irritating for all c. upsetting d. frustrating e. gets group off task	a. none

Role	Observable Behaviors	Effects on Group	Appropriate Situations for Role
5. Confronter	a. tone of voice conveys confronting attitude b. uses references c. disagrees openly d. interrupts e. presents obstacles to ideas	a. may make some uncomfortable b. may relieve tension c. helps keep discussion going d. gets support for a position	a. when groups nee[d] to express a previously unexpressed opinion b. to "clear the air"
6. Passive Listener (Non-participant)	a. doesn't talk b. infrequent/absence of eye contact c. avoids answering questions d. doodles e. yawns f. looks out window g. cleans fingernails	a. distracts others b. may bog group down c. appears bored so others think they should be bored d. disheartens facilitators e. frustrating	a. never. Indicat[e] a change of som[e] sort is needed.
7. Joker (Tension Reliever)	a. makes wisecrack comments b. seeks attention c. says nothing seriously d. makes light comments	a. relieves tension b. can be distracting c. frustrating d. can enliven things e. can hide a real group problem	a. if group feels frustrated
8. Leader	a. gains respect b. assumes responsibility c. supportive of others d. paraphrases e. interested in what others are saying or doing and in the task ...continued	a. creates positive feelings b. stimulates discussion c. group feels more cohesiveness d. produces harmony e. groups feels relaxed ...continued	a. all b. with very hostil[e] groups c. if have polarity of opinions d. with quiet group[s] e. when a decision needs to be made

Role	Observable Behaviors	Effects on Group	Appropriate Situations for Role
8. continued	f. intent listener g. vocal h. summarizes i. offers alternative strategies j. clarifies what is happening in the group k. neutralizes conflicts	f. group feels secure that the task will be completed g. other participants in the group who may have wanted to be the leader may feel hostile and antagonistic toward the leader	
9. Friendly Helper (Agreer / Gatekeeper)	a. supports what others are doing and saying b. tries to clarify what others are saying c. expresses concern about others d. gives "friendly" answers e. draws out "quiet" group members	a. can hide a group problem b. can decrease tension c. produces harmony	a. when there is polarity of opinions b. with quiet groups
10. Devil's Advocate	a. asks questions b. presents obstacles, or counter-statements, to statements of others	a. gets discussion going b. can frustrate some c. can make some not make suggestions because they don't want to be "grilled" by this person d. can antagonize some	a. when the group needs to consider all sides of the question before making a decision

Role	Observable Behaviors	Effects on Group	Appropriate Situations for Role
11. Information Seeker	a. asks questions b. asks for clarification	a. gets the information out into the open. This helps the group complete its task.	a. all b. when there is a task to complete
12. Daydreamer	a. stares into space b. little eye contact c. jumps when asked a question	a. can cause the group to "bog" down b. can relieve tension if he is "caught" and funny remarks are made	a. never. Too many of them may indicate a change is needed

FACILITATOR MATERIALS

(Use in Activity II)

Choosing a Color: A Multiple-Role-Play

Materials

I. Prepare the following according to the Choosing a Color Envelopes Instruction Sheet:

   1. Envelope I: Directions for Phase I and seven to ten smaller envelopes, each containing an instruction card for an individual role player.

   2. Envelope II: Directions for Phase II.

   3. Envelope III: Directions for Phase III.

II. Large envelope containing envelopes I, II, and III.

Physical Setting

Each group is seated in a circle.

Group Size

Seven to ten participants. Several groups may be directed simultaneously.

Process

The facilitator places the large envelope which contains Envelopes I, II, and III in the center of the group. He gives the group no further instructions or information. (The group must complete Phases I, II, and III by following directions in the envelopes.)

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DIRECTIONS FOR ENVELOPE 1

Time Allowed: 15 minutes.

Special Instructions: Each member is to take one of the white envelopes and follow the individual instructions contained in it.

Task: The group is to choose a color.

DO NOT LET ANYONE ELSE SEE YOUR INSTRUCTIONS!

(After fifteen minutes go on to the next envelope.)

1. Role: Information-seeking

Position: Support blue

2. Role: Tension-relieving

Position: Introduce the idea of a different color - orange

3. Role: Clarifying

Position: Support red

4. Role: None

Position: None

(Later the group is going to be asked to select a group chairman. You are to conduct yourself in such a manner that they will select you as the chairman. Be pleasant; help try to keep the group on task. Suggest later that the group come to a decision by asking that they vote for a color.)

5. Role: Gate-keeping

Position: Against red

6. Role: Initiating

Position: Support green

7. Role: Following

Position: Against red

8. Role: Information-going

Position: Against blue

9. Role: Harmonizing

Position: Against green

DIRECTIONS FOR ENVELOPE II

<u>Time Allowed</u>: 5 minutes.

<u>Task</u>: You are to choose a group chairman.

(After five minutes go on to the next envelope.)

DIRECTIONS FOR ENVELOPE III

Time Allowed: 10 minutes.

Task: You are to evaluate the first phase of this group session.

Special Instructions: The newly selected chairman will lead this discussion.

Sample questions:

1. What behavior was effective in promoting the purposes assigned to individuals?

2. What behavior was harmful to promoting the purposes assigned to individuals?

(After ten minutes return the directions to their respective envelopes.)

PARTICIPANT MATERIALS

HOW TO RECOGNIZE AN EFFECTIVE GROUP

1. Members do not ignore seriously intended contributions.

   Each member needs to know the effect of his remarks if he is to improve the way he participates in the group.

   When other members do not respond, the speaker cannot know whether:

   (a) They did not understand his remark

   (b) They understood it and agreed with it

   (c) They understood it but disagreed with it

   (d) They understood it but thought it was irrelevent

   When this principle is followed, the discussion is cumulative and the group moves together. When it is not followed, the discussion becomes scattered, the same points are made over and over, and members feel no progress occuring.

2. Members check to make sure they know what a speaker means before they agree or disagree with his contribution.

   The question, "What is it?" should precede the question, "How do we feel about it?" For example, understanding is prior to evaluation. Thus, group members frequently use paraphrase, perception checks and provisional summaries to clarify their assumptions of what others are saying and feeling.

3. Each member speaks only for himself and lets others speak for themselves.

   Each member states his reactions as his own. He does not attribute them to others or give the impression he is speaking for others.

   Each member reports his own reactions honestly. He recognizes that unless he is true to himself, the group cannot take his feelings into account.

*Adapted from Thelen, Herbert A., Dynamics of Groups at Work, Chicago: University of Chicago Press, 1963, pages 285-289.

4. All contributions are viewed as belonging to the group, to be used or not as the group decides.

   A member who makes a suggestion does not have to defend it as his against the others. Instead, all accept responsibility for evaluating it as the joint property of the group.

5. All members participate but in different and complementary ways.

   When some members fulfill task functions, others carry out interpersonal functions. While some members are providing information, others are making sure it is understood and organized, or identifying points of agreement and disagreement.

   Each member does not participate always in the dame way. Indtead, he fulfills whatever function is appropriate to his interest in the task, his information and the behavior of other group members.

6. Whenever the group senses it is having trouble getting work done, it tries to find the reason.

   Some symptons of difficulty are excessive hair-splitting, points repeated over and over, suggestions that plop and are not considered, private conversations in subgroups, two or three people dominating the discussion, members taking sides and refusing to compromise, ideas being attacked before they are completely expressed and apathetic participation.

   When such symptoms occur, the group shifts easily from working on the task to discussing its own interpersonal process.

   Discussing interpersonal process prevents pluralistic ignorance. For example, each member of the group is confused but thinks he is the only one.

7. The group recognizes what it does is what it has chosen to do. No group can avoid making decisions; it cannot choose whether to decide, only how to decide. Thus, an effective group makes decisions openly rather than by default.

   When a group faces an issue, it must make a decision. It may agree openly to take action. It may agree openly to take no action. It may decide by default to take not action. Deciding by default not to act has the same impact on the problem as openly agreeing not to act. However, decisions by default are felt as failures by group members and create tensions among them. A group grows more by openly agreeing not to act than by not acting because they could not agree.

How To Recognize An Effective Group

The group views each decision as a provisional trial which can be carried out, evaluated and revised in light of experience. The group is aware each decision need not be everything or nothing and need not last forever.

When the group makes a decision which is doesn't carry out, it recognizes the real decision was not one to act, although the apparent decision was to act. The group openly discusses why the apparent and real decisions were not the same. They try to learn why some members agreed with the decision although they felt no personal commitment to carry it out.

The group makes decisions in different ways depending upon the kind of issue and the importance of the outcome. The group may vote, delegate the decision to a special subgroup, flip a coin or require complete consensus. The crucial factor is the group has agreement on the way it makes decisions.

8. The group brings conflict into the open and deals with it.

   The members recognize conflict as inevitable. They know the choice is theirs as to whether the conflict will be open (subject to group control) or disguised (out of control).

9. The group looks upon behavior which hinders its work as happening because the group allows or even wants it; not just as the result of a "problem member."

   A person who continually introduces irrelevancies can change the topic only if other members folow his lead. Instead of labeling him as the problem, the group considers this tactic a group problem. They determine why they all let it happen. Perhaps the other members welcome his digressions as a way of avoiding the open conflict which would occur if they stayed on the topic.

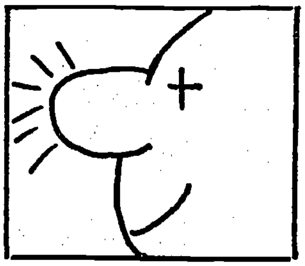
   Likewise, the person who talks too much...jokes too much... continually attacks others...or never participates, is a sign of a problem shared by the total group. The group needs to discuss it openly as "our problem" to eliminate the disruption.

   The group gives helpful information to individuals about the impact of their actions on the group. If does not, however, analyze, dissect and work them over.

(Use in Activities II, V and IX)

EFFECTIVE GROUP SURVEY FORM

Directions: Read the questions. Put a check in the appropriate column that best shows your reaction to other group members at this time. For example, if you think the majority of the group helped make decisions openly rather than by default, put a check in the third column.



	All	All but one or two	A majority	Slightly less than half	One or two group members	None
1. Helped group make decisions openly rather than by default?						
2. Seriously considered contributions of all group members?						
3. Checked meaning of contributions made by other group members?						
4. Spoke only for themselves and let others speak for themselves?						
5. Viewed contributions as belonging to the group to be used or not as the group decided?						
6. Had opportunity to participate in the group if they desired to do so?						
7. Tried to find the reason if the group was having trouble getting work done?						
8. Helped bring conflict into the open?						
9. Looked at behavior which hindered the group as a group problem, rather than a "problem member"?						

	All	All but one or two	A majority	Slightly less than half	One or two group members	None
10. Had enough opportunity to talk?						
11. Were satisfied with consideration and attention given to their comments?						
12. Had a feeling of not belonging?						
13. Had feelings of irritation or impatience as a result of what was going on in the group that they did not openly describe?						
14. Felt hurt, embarrassed or put down by somebody without letting the other know?						
15. Agreed with or liked something another member said or did without letting the other know?						
16. Felt facilitator was helpful?						
17. Felt the experience and learning gained from this session was worth time, effort and cost?						

FACILITATOR NOTES

Facilitator Notes for Module III: Motivation

In this module the participants identify what motivates them to participate in groups. They then discuss the many factors which motivate a group and how important it is to consider these factors when planning a workshop.

Begin this activity by playing a "game" with the participants which they will enjoy and which will loosen them up. Children's games, such as "Indian" or "Hot Potato", are especially appropriate for this activity. The game should provide an example of a technique to use to motivate and "warm-up" a group which can be referred to during discussions in this module.

At the end of this module the process for diagnosing a group's problem is outlined.

Objective of the Module

The participants will be able to list at least three factors that can motivate a group.

Materials Needed for the Module

Facilitator Materials

Activity Notes

A motivating game

1 transparency of "Continuum of Services"

1 large page of newsprint that is a duplicate of the "What Motivates Me" Form

Blank transparencies

1 marking pen

Overhead projector

Participant Materials

1 copy of "What Motivates Me" per participant

1 copy of *Effective Small Group Communication* per participant

Time Needed to Complete This Objective

About one hour is needed to complete this module.

ACTIVITY NOTES

Activity Notes for Module III: Motivation

1. Will everyone please form a circle?

(INTRODUCE THIS ACTIVITY WITH A GAME. PLAY IT FOR ABOUT FIVE MINUTES.)

2. We have examined a variety of roles that facilitators and participants can play in a group and in what situation these would be most appropriate. These roles affect the group in many ways. They can motivate a group or they may inhibit the group.

3. There are also certain activities which motivate the group more than others. Let's look at the one we just did. What did you think about it?

4. What effect did it have on this group?

5. What other activities have we done in this workshop that motivated you?

(RECORD RESPONSES ON A TRANSPARENCY.)

6. Why did they?

(RECORD RESPONSES ON A TRANSPARENCY.)

7. What observable behaviors describe a motivated group?

(RECORD RESPONSES ON A TRANSPARENCY. BE SURE THEY ARE OBSERVABLE BEHAVIORS. SOME BEHAVIORS THE FACILITATOR MAY MENTION, IF THE GROUP DOES NOT, ARE:

a. Laughing.
b. Steady eye contact.
c. Starting the task on time.
d. Completing the task on time.
e. Talking to other participants and the facilitator.
f. Answering and asking questions.
g. Completing homework assignments.)

8. If we see these behaviors occurring, we can be fairly well assured that our group is motivated and that they will be trying to accomplish the workshop goals and objectives.

9. If we don't see these behaviors occurring, we need to know factors that will increase the chances that they will occur. In order to know <u>how</u> to motivate a group, we need to look closely at <u>what</u> motivates people to both join a group and then actively participate in the group after they have become a member of it.

10. We have already mentioned three factors that motivate people to actively participate in workshop groups they have joined. For example the different facilitator and participant roles people take can motivate a group. Certain kinds of activities are another motivating factor.

(RECORD THESE IN THE RIGHT COLUMN OF A PAGE OF NEWSPRINT THAT IS A DUPLCATE OF THE "WHAT MOTIVATES ME" FORM.)

11. In order to determine other factors, let's first identify what motivates us as individuals to participate in groups. Let's concentrate on motivating factors for joining and participating in workshop groups.

(HAND OUT COPIES OF "WHAT MOTIVATES ME.")

12. Follow the directions on this form. Being aware of the factors which motivate you will help you plan how to motivate others.

(GIVE THE PARTICIPANTS ABOUT TEN MINUTES TO COMPLETE THE FORM.)

13. Please form groups of four and take ten minutes to read pages 58-67 (20-29 in the first edition) in <u>Effective Small Group Communication</u>. After you have finished reading, each small group should take fifteen more minutes to develop two lists. One should be a list of factors that motivate you to join a group. The second should be a list of factors that motivate you to participate in a workshop group after you have joined it.

    Later, we'll ask you to share your lists with the large group.

(GIVE THE GROUPS TWENTY FIVE MINUTES TO READ AND DEVELOP THEIR LISTS.)

14. I'd like one volunteer from each group to write <u>two</u> factors his group selected for <u>each</u> list on the newsprint. <u>Be</u> sure they are different from those already on the list. After every group has written two factors on each list, we'll then ask the groups if they have other different factors to list.

(AFTER EACH GROUP HAS LISTED TWO FACTORS FOR EACH LIST, ASK THE GROUPS IF THEY HAVE OTHER FACTORS TO ADD WHICH ARE NOT ON THE NEWSPRINT. IF THEY DO, ASK THEM TO RECORD THEM ON THE NEWSPRINT.

IF THE FOLLOWING FACTORS ARE NOT MENTIONED, THE FACILITATOR MAY WANT TO ADD THEM:

Factors that motivate you to join a workshop group.	Factors that motivate you to participate in the group and help it accomplish its tasks.
1. Monetary rewards	1. Monetary rewards
2. Security needs	2. Security needs
3. Chance to learn	3. Chance to learn
4. Feeling that the work of the group is worthwhile	4. Feeling that the work of the group is worthwhile
5. Strong commitment to group goal	5. Strong commitment to group goal
6. Curiosity	6. Curiosity
7. Social or peer pressure	7. Social or peer pressure
8. Job requirement	8. Job requirement
9. Getting a chance to know what is going on in the organization	9. Chance for promotion
10. Chance for promotion	10. Self Satisfaction
11. Personal liking of others already in the group	11. Self esteem
	12. Feeling group support for participating
	13. Small group size
	14. Feeling that people are depending on me to do something
	15. Liking others in the group and wanting them to respect me
	16. Being involved in deciding what will happen in the group
	17. Being respected as an individual of worth
	18. Chance to do quality work
	19. Being reinforced for doing a task well
	20. Being reinforced for making a worthwhile comment
	21. Chance to do work not under direct or close supervision
	22. Good physical working conditions
	23. Adequate rest periods and coffee breaks
	24. Being asked "how things are going.")

15. Hopefully, you will consider these motivational factors from the time you just begin to think about designing and implementing a workshop. If you do, you may be able to avoid many motivational problems.

16. For example, if you can motivate people to attend your workshop because it is an opportunity to learn new skills, you will have a different kind of group atmosphere than if people are attending just because it is a job requirement.

    If you know they will be attending because it is a job requirement, try to motivate them to come for other reasons, too, such as an opportunity to learn.

17. If you do have a motivational problem with a workshop group, first define the problem. Is it that people will not join the group at all or that they won't participate actively in the group after they have joined it?

18. Most often when conducting a workshop for educators, you will define the problem as one of motivating them to participate actively in the group to help it accomplish its tasks. This is because most educators are required to attend certain in-service sessions. If you think this is the case, a procedure you might try is to first ask them why they are there. Find out for sure what their reasons for attending are rather than make an assumption. Next, examine your workshop design, the role you are taking as a facilitator and so forth. Consider the motivational factors we have listed to see if some could be incorporated into the workshop. Ask the participants to brainstorm ways to motivate their group. Really involve them in making the decision of what motivational factors could be incorporated into the workshop. Then, if possible, incorporate some of these factors and evaluate the results.

19. We have discussed some possible sources of group problems. Motivation can be a problem as can be the effects certain facilitator and participant roles have on a group. We have briefly discussed procedures to go through if you are working with a group which is experiencing motivational problems. These procedures can be used to identify and alleviate almost any kind of problem a group is experiencing.

(PUT THE "CONTINUUM OF SERVICES" TRANSPARENCY ON THE OVERHEAD.)

20. This is a procedure you might use when trying to diagnose and remediate a group's problem. First, define the problem in observable terms. List what kinds of information you have and what kinds you need to completely understand what the problem is. Part of the information you already have are the roles the participants and

the facilitators are playing. List these roles, behaviors that describe each role, and the effects the roles are having on the group. Be as objective as possible.

21. Next, use some informal diagnostic procedures to gather more information about the problem. Task analyze what you are asking the group to do. Find out what subtasks the group is doing and which ones it isn't. Think about how the group reacts when you ask them to do certain tasks.

    By pinpointing which subtasks the group is and is not doing, and how they are reacting when they are doing them, you will gain more information on what the problem is.

22. Complete an error pattern analysis of the group's work. You can do this by:

    a. Analyzing the assignments you are asking individuals to do to see if their errors form a pattern.
    b. Analyzing the group's process skills to see if there is a pattern. For example, examine the types of questions the group asks, the frequency of questions, who always speaks to whom, and so forth.

23. You can use systematic inquiry to gain some informal diagnostic information about your group. You can make some changes in the way you present the workshop and find out if those changes cause the group to function better. For example, you could provide more opportunities for the group to practice the skills or give them more opportunities to make decisions.

24. Select a method of remediation and design a procedure to implement it.

25. Implement the procedure.

26. Evaluate the procedure.

27. These are the steps that we also complete when we are implementing a prescriptive program for a child.

28. In our next module, we are going to focus on the "design the program" phase of the continuum by examining some communication techniques that could be used to remediate some types of group problems.

29. Every workshop involves three simultaneous operations;

    a. Task activity which refers to the work the participants are to accomplish at the workshop.

b. Maintenance which refers to the process of keeping the group in good working order by attending to issues, such as how they feel toward each other, and the task. Only if they are working together well will they be able to meet the workshop objectives.

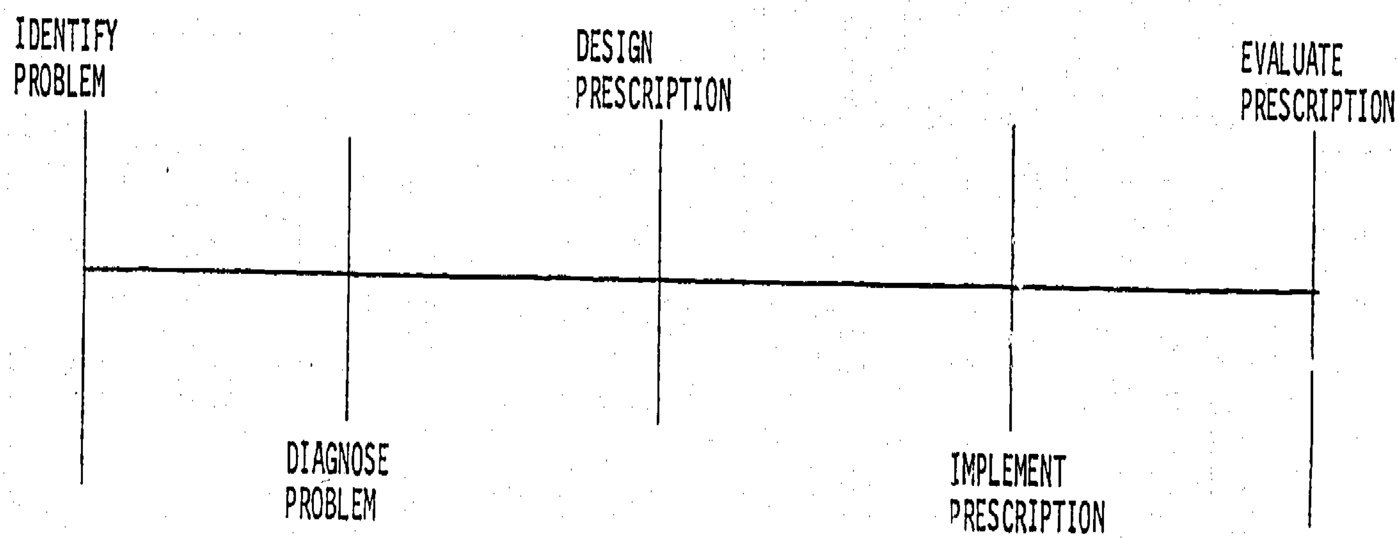
c. Team building which refers to activities that strengthen the group's capacity to face future issues successfully.

30. In the next module, we are going to teach you some communication skills that will help you deal with the maintenance problems groups may have. We're not going to talk about team building and task, or content, problems groups may have. You can apply the informal diagnosis and prescriptive programming skills you already know to solve the task or content problems. For example, if a participant is having difficulty grasping the content of a module, you can task analyze what you are asking him to do. Then, check him out on each of the subskills to find out which ones he can and can't do. Finally, teach him the skills he can't do. In other words, apply the process as you would if you were trying to find out why a child can't add or read or write sentences.

31. Are there any questions or comments about how to motivate groups or how to diagnose what is wrong with a group?

FACILITATOR MATERIALS

CONTINUUM OF SERVICES



PARTICIPANT MATERIALS

WHAT MOTIVATES ME

List the five most important factors that motivate you to join a group.	List the five most important factors that motivate you to participate in a workshop group and help it accomplish its tasks.

FACILITATOR NOTES

Facilitator Notes for Module IV: Communication Skills

This module is designed to teach participants the communicatio skills of paraphrasing, perception checking, behavioral description and description of feelings. These skills are introduced to give participants techniques to use to solve group maintenance problems. All four skills are discussed, but participants are only given oppo tunities to practice the skills of paraphrasing and perception checl

To study paraphrasing and perception checking, the participant complete a sequence of activities. First, they read about the skil and discuss it. Second, they read a script of a conversation and analyze it for examples of the skill. Next, they watch a demonstra of the skill, and finally, they practice the skill through role pla This sequence provides the participants with activities that are relatively easy at first and then become more difficult. It also g them much information before they are asked to practice the skill themselves.

The participants read and discuss how to describe behaviors an feelings. These skills are more easily understood by participants a more easily incorporated into their communication styles than the o two. For these reasons, plus a time factor, activities, such as watching a demonstration, analyzing scripts, and role playing are nc included. The facilitator can include these activities if he wishes It is recommended that he follow the same sequence of activities as outlined for teaching the other two skills.

The facilitator may also want to add more role plays to the per ception checking activity. Only one for perception checking is now included. More are not because it was thought that, by this time ir the activity, most participants would be getting tired or role playi The last role play requires the participants to use all four communi cation skills. This will be more difficult for them, but it will gi them the opportunity to integrate all the skills and illustrate for them the different effects the skills can have on communication. Th demonstrations, scripts, and role play that are included can all be modified to fit the needs of the participants.

A mini-lecture introduces this module. It is condensed from Chapter 17 of On Becoming a Person by Carl Rogers. The facilitator may wish to review this chapter before presenting this module.

The facilitator will need to prepare copies of the Q-sort and paraphrasing exercises. A Q-sort board and an envelope of squares wi statements on them will need to be prepared for each participant. A master copy of the statements and board is included. The Q-sort exer helps participants think about their own communication skills. It also gives them the opportunity to check their perceptions of their skills with another participant.

The statements for the paraphrasing exercise are also included. These need to be typed on 3x5 cards, one to a card. An "S" should be typed in the upper right corner of all the cards with statements on them and a "P" on all the cards with paraphrases on them. The facilitator can substitute other statements for these.

The facilitator should read the article "Basic Skills for Discussing Interpersonal Relations," the role plays and scripts, and preview the video-tape demonstration of paraphrasing before presenting the module. He should analyze the scripts so he is aware of where the use of the skills is demonstrated in them. An analyzed copy of each script is included. However, there may be more communication skills in the scripts than are listed on the analyzed copy. The facilitator should accept examples of communication skills that are not listed on the analyzed version if he thinks they are appropriate.

A "live" demonstration of paraphrasing can be presented by the facilitator instead of showing the video-tape. This is the procedure used to demonstrate the technique of perception checking and to demonstrate the use of all four communication skills in a discussion. It is suggested that the facilitator prepare scripts to follow when he is doing the "live" demonstrations. He will then be assured of including all the examples of the skills that he wishes to.

The role plays are important because they provide the participants with the opportunities to practice their skills. The participants are given ten minutes to complete the first role play and five minutes for the others. The longer amount of time allowed for the first one gives them an opportunity to "warm-up" to this activity. Encourage participants to use the full amount of time allotted for each role play.

The role of the observer in the role play cannot be slighted. Excellent discussions evolve when the observer presents his comments on the quality of the paraphrases and perception checks and the effects these had on communication. The facilitator should observe the groups during their role playing and discussions. If the discussions are not covering these points, the facilitator should intervene and help the group complete the task.

The final activity is a very important one. The participants first observe a role play where all four skills are demonstrated, and then analyze a script of it. The script is provided because it will be easier to discuss the role play if the participants have the script to refer to during the discussion. They will probably note some responses when they analyze the script, which they did not note during the role play. In many respects this final discussion of the communication skills used in the role play is an evaluation to see how well the participants can identify such responses. If they confuse skills, refer to the definitions used previously. Tell them there will be opportunities throughout the workshop to continue practicing these skills.

At the conclusion of the module, the facilitators should join the participants for a discussion of how the workshop is going. During this activity, communication skills should be used, but the primary purpose of the activity is to demonstrate a procedure for gathering evaluation data.

Because this module is so long, it is necessary to plan breaks when the facilitator observes the group becoming bored or tired.

Objectives of the Module

A. The participants will be able to define and identify paraphrases, perception checks, behavioral descriptions, and descriptions of feelings with 90% accuracy.

B. The participants will be able to use paraphrases and perception checks in role play situations with 90% accuracy.

Materials Needed for the Module

Facilitator Materials

Activity Notes

Blank transparencies

Marking pens

Transparencies 1-4 for the opening mini-lecture

Video-tape of a demonstration of paraphrasing (on the tape included with the package, the paraphrasing demonstration starts at 443 and ends at 449.)

Video-tape TV monitor

Video-tape deck

1 transparency of Observation Form I

5 to 10 statements to write on a transparency for the group to paraphrase (for Number 49 which is an optional activity.)

Participant Materials

1 copy of the Q-sort board per participant

1 copy of the Q-sort statemen per participant

1 copy of the article "Basic Skills for Discussing Inter-Personal Relations" per participant

1 statement or paraphrase card per participant

1 copy of "Script I: Paraphrasing" per participant

2 copies of Observation Form I per participant

1 copy of each role in Role Play I per group of three participants

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1 copy of each role in Role Play II per group of three participants

1 copy of each role in Role Play III per group of three participants

1 copy of "Script II: Perception Checks" per participant

2 copies of Observation Form II per participant

1 copy of each role in Role Play IV per group of three participants

1 copy of each role in Role Play V per group of three participants

1 copy of Observation Form III per group of three participants

1 copy of Observation Form IV per participant

1 copy of the script of the demonstration role play which demonstrates the use of all four communication skills per participant

Time Needed for this Module

Approximately four to four and one-half hours will be needed for this module.

ACTIVITY NOTES

Activity Notes for Module IV:
Communication Skills

1. We are now going to discuss some strategies or presecriptive techniques that we can use to alleviate maintenance problems groups have. We are going to focus on communication techniques. If we use these skills effectively, we will be able to talk with the group of participants in a manner that should help us define the problem and find some solutions to it. Communication skills are a method to use just as peer tutoring or reinforcement are methods we use when helping children with problems.

2. We will use these communication skills with many groups in many situations. They are an asset to us in trying to relate to one another. By using good communication skills, we can prevent misunderstandings and potential problems.

(FOLLOWING IS A MINI-LECTURE TO EMPHASIZE TO THE GROUP THE IMPORTANCE OF COMMUNICATION. PUT TRANSPARENCY 1 ON THE OVERHEAD.)

3. Effective communication is hard to achieve. We tend to make a judgement, form an opinion, approve or disapprove a statement before we really understand what the other person is saying. The tendency of most people to react first by evaluating what has just been said from their own point of view is a major barrier to interpersonal communication.

4. We can make progress toward better interpersonal communication if we try not to evaluate what was said. Instead, we should try to listen with understanding.

5. Listening with understanding means trying to see the ideas and attitudes of the other speaker from his point of view. It means putting yourself in the other person's place and sensing how it feels to be that other person with his thoughts, feelings, opinions, etc.

6. This may sould simple to do, but it is not.

(PUT TRANSPARENCY 2 ON THE OVERHEAD. PUT 3 AND 4 ON THE OVERHEAD AT THE APPROPRIATE TIME.)

7. The idea we are discussing was first stated by Carl Rogers in his book, On Becoming a Person. If you find yourself in a disagreement, or if you are having problems communicating, Rogers suggests that you follow this procedure to test the quality of your understanding of what the other person is saying. Stop the discussion

for a moment and try to institute this rule: each person can speak for himself only after he first restates the ideas and feelings of the previous speaker accurately, and to the first speaker's satisfaction.

8. If you did this, it would mean that you understood the other person's thoughts and feelings so well that you could summarize them for him.

9. Using this procedure can improve communication with others. If you use it during a heated discussion or argument, you will find the emotion going out of your discussion and the differences being reduced. You will then be able to cope with the differences which remain in a rational manner.

10. Summarizing or restating another's thoughts and ideas can be hard to do, particularly when you are involved in a heated discussion. When emotions are the strongest is the most difficult time to put yourself in the other person's place and understand what he is saying from his frame of reference.

11. In the following activities we will be developing and refining the skills which can allow us to better understand another person's frame of reference. These skills can be used by us in all of our communication experiences with others. We don't need to "save" them for troubled situations. By using the skills frequently, hopefully we will be able to prevent misunderstandings from initially occurring.

12. Do you have any questions or comments?

13. Let's now look at our personal communication skills and examine which skills we feel we use and which ones we do not.

(HAND OUT THE Q-SORT BOARD AND ENVELOPES.)

14. Read each statement on each square in the envelope. Place the square on the board where you think it best describes you.

15. Do this individually. After ten minutes, we will ask you to find a partner and both of you will discuss where you placed the statements on the board.

(AFTER TEN MINUTES, ASK THE GROUP TO FORM PAIRS.)

16. Choose a partner that you think you can communicate well with, and with whom you feel comfortable. Each of you should take ten minutes to discuss why you placed the statements on the board in the particular spot that you did. Ask your partner for feedback on your selection. Does he/she think you placed the statements in the appropriate place? Why or why not?

(ALLOW FIFTEEN TO TWENTY MINUTES FOR THE DISCUSSION. THEN CALL THE GROUP BACK TOGETHER.)

17. Through this activity you have identified some communication skills which you use, and some which you think you do not. We are now going to look at four skills which, when used, will make communication more effective. They are:

a. Paraphrasing.

b. Description of feelings.

c. Behavioral descriptions.

d. Perception checks.

(WRITE THESE ON A TRANSPARENCY.)

18. In order for you to better understand these particular skills, we have an article which defines these terms and provides examples of each.

(HAND OUT "BASIC SKILLS FOR DISCUSSING INTERPERSONAL RELATIONS.")

19. Take about five minutes to read over the first page on paraphrasing.

(AFTER FIVE MINUTES, CALL THE GROUP TOGETHER.)

20. Who can explain what paraphrasing is?

(RECORD RESPONSES ON A TRANSPARENCY. THE FACILITATOR SHOULD PARAPHRASE THE PARTICIPANTS' REMARKS TO BE CERTAIN HE GETS AN ACCURATE DEFINITION.)

21. Paraphrasing can help or hinder communication.

(PUT THE FOLLOWING ON A TRANSPARENCY.)

22. It helps communication by:

    a. Clarifying issues.

    b. Reducing emotion.

    c. Reducing conflict.

    d. Helping solve problems.

23. It can hinder communication by:

    a. Limiting interaction (if paraphrasing is done too frequently).

    b. Inhibiting spontaneity.

    c. Causing a person to forget his/her "train of thought."

24. What other ways do you think paraphrasing can help or hinder communication?

(WRITE THESE ON THE TRANSPARENCY.)

25. It is the <u>quality</u> of the paraphrase and a person's ability to know <u>how frequently</u> to use paraphrasing which will determine how effective this skill can be when communicating.

26. Do you have any questions or comments about paraphrasing?

27. We next have an activity that will give you a chance to paraphrase.

(HAND OUT THE STATEMENT AND PARAPHRASE CARDS.)

28. Some of you have cards with a statement on it. These cards have an "S" in the upper right corner.

29. Others of you have cards with a paraphrase of a statement on it. These cards have a "P" in the upper right corner.

30. For the next couple of minutes circulate throughout the room to find the paraphrase for your statement or the statement for your paraphrase. Do this by approaching another person and asking him if he has a statement or paraphrase. If he has the opposite of what you have, the person with the statement should read his card first. Then the person with the paraphrase should read his card. Decide if the paraphrase is appropriate for the statement. If it is, the two of you should return to your chairs.

(AFTER ABOUT FIFTEEN MINUTES, STOP THE ACTIVITY. ASK EACH PAIR TO READ THEIR STATEMENT AND PARAPHRASE. MAKE CORRECTIONS, IF NECESSARY.)

31. The next activity will give you the opportunity to identify paraphrases in a conversation.

(HAND OUT SCRIPT I.)

32. Read through this script and underline the paraphrases. Remember that a paraphrase helps clarify a statement and shows what a person's understanding is of another person's statements. Take about ten minutes to do this activity individually.

(AFTER TEN MINUTES, CALL THE GROUP TOGETHER.)

33. What was the first paraphrase you underlined?

34. Did it help clarify a point?

35. What effect did the paraphrase have on communication?

(CONTINUE ASKING THESE QUESTIONS UNTIL ALL THE PARAPHRASES IN THE SCRIPT HAVE BEEN REVIEWED.)

36. Next, we will view a video-tape of a conversation in which some paraphrasing is used.

(DISTRIBUTE TWO COPIES OF OBSERVATION FORM I TO EACH PARTICIPANT.)

37. Try to identify the paraphrase and what effects it had on communication.

(SHOW THE VIDEO TAPE ONCE. THE DEMONSTRATION IS THE LAST CONVERSATION RECORDED ON THE TAPE. IT STARTS AT 443 AND ENDS AT 489. ASK THE PARTICIPANTS IF THEY WANT TO SEE IT A SECOND TIME, AND SHOW IT, IF THEY REQUEST IT.)

38. What was the first paraphrase you identified?

(RECORD RESPONSES ON A TRANSPARENCY OF OBSERVATION FORM I. DISCUSS EACH PARAPHRASE THOROUGHLY. VIEW THE TAPE AGAIN, IF NECESSARY, TO CLARIFY THE DISCUSSION.)

39. What effect did paraphrasing have on communication?

(CONTINUE ASKING THESE QUESTIONS UNTIL ALL THE PARAPHRASES IN THE DEMONSTRATION HAVE BEEN REVIEWED.)

40. We will now ask you to participate in some role playing activities. We will give you three of them to do. In each one, play a different role. Please divide into trios.

41. Choose one person in your group to be the observer. The observer for each role play will complete Observation Form I while the other two play their roles.

(HAND OUT ONE COPY OF EACH ROLE IN ROLE PLAY I TO EACH GROUP.)

42. You will have ten minutes to role play your situation. Try to use paraphrasing whenever it is appropriate. Concentrate on the quality of your paraphrase.

43. The observers should follow the directions on the observation sheet. Any questions?

44. Take a few minutes now to read and plan your role.

(AFTER THREE MINUTES, TELL THE GROUPS TO BEGIN THEIR ROLE PLAYS. AFTER TEN MINUTES OF ROLE PLAYING, TELL THEM TO STOP.)

45. In your trios, take about five minutes to discuss the observations made by the observer. Be certain to discuss what paraphrases were used, the quality of them, and the effects they had on communication.

(AFTER FIVE MINUTES, CALL TIME.)

(DISTRIBUTE ONE COPY OF EACH ROLE IN ROLE PLAY II TO EACH GROUP. BE SURE PLAYERS CHANGE ROLES.)

46. Follow the same procedure as we did in the last role play. One person is the observer and the other two role play the situation. Again, take a few minutes to read and plan your role.

(AFTER FIVE MINUTES OF ROLE PLAYING, TELL THEM TO STOP.)

47. Now take five minutes to discuss the notes taken by the observer.

(AFTER FIVE MINUTES, HAND OUT ONE COPY OF EACH ROLE IN ROLE PLAY III TO EACH GROUP. MAKE CERTAIN THE PLAYERS CHANGE ROLES.)

48. Follow the same procedure as in the last two role plays. Remember that we said paraphrasing could help communication and that we could use it for these reasons:

    a. To clarify issues.

    b. To reduce emotion.

    c. To reduce conflict.

    d. To problem solve.

(LET THE GROUPS HAVE THREE MINUTES TO READ AND PLAN THE ROLE PLAY, FIVE MINUTES TO DO IT, AND FIVE MINUTES TO DISCUSS THE OBSERVER'S NOTES. THEN, CALL THE GROUP TOGETHER. NUMBER 49 IS AN OPTIONAL ACTIVITY THAT CAN BE COMPLETED NOW OR AT SOME OTHER TIME DURING THE WORKSHOP.)

49. I am going to write some statements on the transparency. See if you can give me a paraphrase of each.

(THE FACILITATOR SHOULD WRITE ONE STATEMENT AT A TIME ON THE TRANSPARENCY. THE GROUPS SHOULD REACH CONSENSUS AS TO WHAT AN APPROPRIATE PARAPHRASE OF THE STATEMENT IS. DO FIVE TO TEN OF THESE DEPENDING ON HOW THE GROUP RESPONDS TO THIS ACTIVITY.)

50. We have asked you to participate in a variety of activities to refine your paraphrasing skills because it is one of the most difficult skills to use effectively. It is a skill which improves only after a great deal of practice, so that is why we have given it so much emphasis. We will continue to ask you to practice the skill throughout the workshop. Are there questions about why paraphrasing is helpful?

51. Can you see it being of use to you in improving your communications with others? In what workshop situations do you think it would be helpful?

52. Do you have any comments or questions?

(PUT ON THE OVERHEAD THE TRANSPARENCY THAT LISTED THE FOUR COMMUNICATION SKILLS.)

53. Next we are going to discuss the communication skills called description of feelings and behavioral descriptions. Take out the article we gave you at the beginning of this activity, "Basic Skills for Discussing Interpersonal Relations." Read about description of feelings and behavioral descriptions.

(AFTER THE PARTICIPANTS HAVE FINISHED READING, BEGIN THE FOLLOWING DISCUSSION.)

54. What is the definition for a description of feelings?

(RECORD RESPONSES ON A TRANSPARENCY. THE FACILITATOR SHOULD PARAPHRASE THE COMMENTS TO BE SURE HE HAS AN ACCURATE UNDERSTANDING OF WHAT THE PARTICIPANTS ARE SAYING.)

55. Can you give me a few examples of this skill?

56. In what situations would it be appropriate to use the skill?

57. Now let's look at behavioral descriptions. What is an example of one?

(RECORD RESPONSES ON A TRANSPARENCY. THE FACILITATOR SHOULD PARAPHRASE THE COMMENTS TO BE SURE HE HAS AN ACCURATE UNDERSTANDING OF WHAT THE PARTICIPANTS ARE SAYING.)

58. How are descriptions of feeling and behavioral descriptions different?

59. When could you use a behavioral description?

60. Do you have any questions or comments about these two skills?

61. Using perception checks is the fourth communication skill we want to emphasize in this workshop. We will study this skill in more depth because it is more difficult to use and, like paraphrasing, takes more practice in order to become competent in using it.

62. Find the article, "Basic Skills in Discussing Interpersonal Relations." Read what a perception check is.

(ALLOW ABOUT FIVE MINUTES FOR THIS.)

63. As the article states, a perception check is used to state what you perceive another person to be feeling. A statement, such as "Am I correct that you feel disappointed because you weren't

asked to join that organization?", is a perception check. What are examples of some other perception checks?

64. To give you more experience in identifying perception checks, please analyze the following script. Underline only the perception checks. Remember that a perception check identifies a person's feelings. Take about ten minutes to do this individually.

(HAND OUT SCRIPT II. GIVE THEM TEN MINUTES FOR THIS ACTIVITY.)

65. What perception checks did you identify?

(BY THIS TIME, PARTICIPANTS MAY BE TIRED OF THE ACTIVITY. IT WILL BE IMPORTANT TO PACE THESE FINAL ACTIVITIES ACCORDINGLY.)

66. How do you think they affected the communication?

(CONTINUE ASKING THESE QUESTIONS UNTIL ALL THE PERCEPTION CHECKS IN THE SCRIPT HAVE BEEN REVIEWED. THEN DISTRIBUTE TWO COPIES OF OBSERVATION FORM II TO EACH PARTICIPANT.)

67. Now we will do a role play. On Observation Form II, identify what perception checks we use and what effect they have on communication.

(THE FACILITATORS SHOULD DO A ROLE PLAY WHICH INCLUDES SEVERAL EXAMPLES OF PERCEPTION CHECKS. AN EXAMPLE OF ONE IS INCLUDED. IT IS TITLED, ROLE PLAY TO DEMONSTRATE THE USE OF PERCEPTION CHECKS.)

68. What perception checks did you note?

(RECORD RESPONSES ON A TRANSPARENTY OF OBSERVATION FORM II.)

69. What effect did these have on communication?

(CONTINUE ASKING THESE QUESTIONS UNTIL ALL THE PERCEPTION CHECKS HAVE BEEN REVIEWED.)

70. You now will have the opportunity to use perception checks in a role play situation. Divide into new groups of three and we will give you a role play situation. One of you will be the observer and follow the same procedure as you did in the earlier role plays. Try to think about the quality of your perception check and whether or not it helps communication.

(DISTRIBUTE ONE COPY OF EACH ROLE IN ROLE PLAY IV TO EACH TRIO. GIVE THEM A FEW MINUTES TO READ AND PLAN THE ROLE PLAY. ALLOW FIVE MINUTES TO DO THE ROLE PLAY.)

71. Now discuss the notes made by the observer and the effects the perception checks had on communication.

(AFTER FIVE MINUTES, STOP THE DISCUSSION.)

72. We have one more role play for your trios. In this one, use both paraphrases and perception checks. The observer will be noting when and how each of these are being used in your role play.

(HAND OUT ONE COPY OF EACH ROLE IN ROLE PLAY V AND ONE OBSERVATION FORM III TO EACH TRIO. MAKE SURE THE PARTICIPANTS CHANGE ROLES.)

73. Take a few minutes to read and plan your role plays.

(AFTER THREE MINUTES, TELL THEM TO BEGIN ROLE PLAYING.)

74. Now take five minutes to role play your situation. Observers complete your observation sheets.

(AFTER FIVE MINUTES, STOP THE ROLE PLAYS.)

75. Now discuss the observations made by your observer. Also discuss if it were more difficult to use both of these skills and if it were clear to the observer what skills were being used.

(ALLOW FIVE TO TEN MINUTES FOR THIS DISCUSSION.)

76. Do you have any comments or questions about any of these skills?

77. For our final activity we will do a demonstration in which we will use all four communication skills.

(DISTRIBUTE OBSERVATION FORM IV.)

78. Observe the role play and mark the boxes when each of the four skills we have discussed is used.

(THE FACILITATORS SHOULD DO A ROLE PLAY THAT CONTAINS SEVERAL EXAMPLES OF ALL FOUR SKILLS. AN EXAMPLE OF ONE IS INCLUDED. IT IS TITLED, ROLE PLAY TO DEMONSTRATE THE USE OF ALL FOUR COMMUNICATION SKILLS. AFTER THE ROLE PLAY, HAND OUT THE SCRIPT OF IT.)

79. Take about five minutes to look over this script of the role play we just did. Compare it with your observation sheet to determine if you left out any of the skills that we used.

(AFTER FIVE MINUTES, ASK THE GROUP THE FOLLOWING QUESTIONS.)

80. What paraphrases did you note? What effect did they have on communication?

81. What descriptions of feeling did you note? What effect did they have on communication?

82. What behavioral descriptions did you note? What effect did they have on communication?

83. What perception checks did you note? What effect did they have on communication?

(THE FACILITATOR SHOULD STRESS TO THE PARTICIPANTS THE DIFFERENT EFFECTS THE SKILLS HAD ON THE COMMUNICATION.)

84. As a summary of this module, I'd like to remind you of the points we made in the introduction. These skills can be used in a variety of ways to help us better understand another person's frame of reference. By doing so, we can avoid possible misunderstandings. Also, if we find ourselves in the midst of a problem, these skills, if used properly, can ease tension and decrease emotion and hostility. Only then can we hope to understand what the other person is saying and hopefully come to a solution of the problem.

85. The importance of using these skills cannot be stressed enough. Through the variety and repeated experiences we provided in this activity, you are on your way to becoming better communicators, not only for in-service training programs, but on a one-to-one basis. Much practice of these skills is needed in order for them to become "automatic." Let's try to practice them throughout the rest of the workshop, during group activities, coffee breaks, over dinner, and so forth. Only through repeated practice of the skills will they become natural techniques for us to use.

86. Are there any comments or questions?

87. Let's put our chairs in a circle and discuss how the workshop is progressing.

(THE FACILITATORS SHOULD JOIN THE CIRCLE AND START THE DISCUSSION. THEY SHOULD MODEL THE USE OF COMMUNICATION SKILLS. HOWEVER, THEY SHOULD NOT REMIND THE PARTICIPANTS TO USE THEM BECAUSE THE PURPOSE OF THIS DISCUSSION IS NOT ANOTHER PRACTICE SESSION, BUT TO DEMONSTRATE A PROCEDURE FOR GATHERING EVALUATION INFORMATION. THE FACILITATORS SHOULD ENCOURAGE THE PARTICIPANTS TO MENTION THE GOOD AND BAD POINTS OF THE WORKSHOP AND WHAT THEY WOULD LIKE TO SEE CHANGED FOR THE REMAINDER OF THE WORKSHOP. THE FACILITATORS SHOULD AVOID BEING DEFENSIVE. THEY SHOULD ALSO AVOID ASKING DIRECT QUESTIONS UNLESS THE DISCUSSION LAGS. THIS SESSION SHOULD LAST ABOUT FIFTEEN MINUTES.)

PARTICIPANT MATERIALS

Q-Sort Exercise
(Use in Activity IV)

1 MOST LIKE ME

2 VERY MUCH LIKE ME

3 LIKE ME

4 A LITTLE LIKE ME

5 UNDECIDED

6 A LITTLE UNLIKE ME

7 UNLIKE ME

8 VERY MUCH UNLIKE ME

9 MOST UNLIKE ME

Q-Sort Exercise

Has attitude of being right frequently 1.	doesn't let personal feelings and values interfere with communications 2.	draws wrong conclusions prematurely 3.	changes mind or opinion frequently 4.	avoids giving the impression of being preoccupied 5.
accepts others ideas freely 6.	gives advice too often 7.	doesn't dominate the conversation 9.	listens attentively while others are speaking 10.	sometimes lets others know how you are feeling at the time 11.
sometimes checks to see how others are feeling 12.	doesn't make an effort to understand others problems and/or needs 13.	states or elicits problems (nature, cause) effectively 14.	doesn't clarify the use of words or terms others might not be familiar with 15.	
asks penetrating questions (asks for more than a yes or no response) 16.	seeks information from others in a disorganized, unsystematic manner 17.	offers only one alternative solution to the student's problem 18.	rephrases what others say to make sure you understand their thoughts clearly 19.	
is emphatic 20.	looks others in the eye when speaking and listening 21.	isn't flexible 22.	sometimes makes others feel inadequate 23.	is not open to valid criticism 24.
values others opinions 25.				

BASIC SKILLS FOR DISCUSSING INTERPERSONAL RELATIONS*

1. SKILLS IN UNDERSTANDING THE OTHER PERSON

A. Making sure you understand the ideas, information and suggestions of others.

PARAPHRASE: You state the other's idea in your own words or give an example that shows what you think he was talking about. A good paraphrase is usually more specific than the original statement.

Example: Sam said, "Joe is unfit to be a principal."

Paraphrase A: "You think he's not right for the job?"

(Too general. If Sam agrees with it, you will not know what he means by "unfit." You have the illusion of understanding.)

Paraphrase B: "You mean that Joe is disorganized?"

(Specific. Sam might answer, "No. Joe is well organized but he doesn't involve others in decision making." Thus, this paraphrase leads to a clarification of the way Sam is using the word "unfit.")

You can get the other person to clarify by asking, "What do you mean?" or by saying, "I don't understand." However, when you paraphrase, you show what your present understanding is. Thus, you enable him to address his clarification to the specific misunderstanding you have revealed.

Before you agree or disagree with a remark, you should make sure you understand it. Paraphrase is one way of testing if the remark you are responding to is really the message being sent.

B. Making sure you understand the feelings of others.

PERCEPTION CHECK: You state what you perceive the other person to be feeling. A good perception check conveys the message, "I want to understand your feelings--is this (a statement of his feelings) the way you feel about it?"

*John L. Wallen, Portland, Oregon. 1965. (mimeo)

Examples: "Am I right that you feel disappointed that no one commented on your suggestion?"

"Did you feel pushed out of line by what Kim just said?"

"I get the impression you are angry with me. Are you?"

"I'm not sure whether your expression means my comment hurt your feelings, irritated you or confused you."

Note that a perception check identified the other's feelings in some way, "disappointed," or "pushed out of line." It does not express disapproval or approval of the feelings. It merely conveys, "This is how I understand your feelings. Am I accurate?"

Your perception of another person's feelings often results more from what <u>you</u> are feeling, are afraid of, or are wishing that from <u>his</u> words, tone, gestures or facial expressions. Thus, if you feel quilty, you may perceive others as angry or accusing toward you. Our inferences about other people's feelings can be, and often are, inaccurate. It is important to check them out. Perception checking responses aim to convey that you want to understand the other as a person (his feelings) and help you avoid regrettable actions based on false assumptions of what the other was feeling.

2. SKILLS IN HELPING OTHERS UNDERSTAND YOU AS A PERSON

A. <u>Helping others understand what you are responding to</u>.

BEHAVIOR DESCRIPTION: Your aim is to let others know what behavior you are responding to by describing it clearly and specifically enough that they know what you observed. To do this you describe evidence that can be seen--behavior open to anyone's observation.

You should avoid attributing unfavorable motives, intentions or character traits to others. Restrict yourself to describing specifically what they did.

Examples: "Bob, you seem to take the opposite of whatever Harry suggests today."

(NOT: "Bob, you're just trying to show Harry up." This is not a description but an accusation of unfavorable motives.)

"Jim, you've talked more than others on this topic. Several times you cut off others before they had finished."

(NOT: "Jim, you're too rude!" This names a trait and gives no evidence.)

(NOT: "Jim, you always want to hog the center of attention!" This imputes an unfavorable motive.)

"Sam, Jane had not finished her statement."

(NOT: "Sam, you <u>deliberately</u> didn't let Jane finish." The word "deliberately" implies Sam knowingly and intentionally cut her off. All anybody can observe is that he did cut her off.)

To develop skill in describing behavior, you must sharpen your observation of what actually did occur. As you do, you may find many of your conclusions are based less on observable evidence than on your own feelings of irritation, insecurity, or fear. Thus, accusations are usually expressions of feelings.

B. Helping others understand what you are feeling.

DESCRIBING YOUR FEELINGS: You make clear what feelings you are experiencing by naming or identifying them. The statement must refer to "I," "me" or "my," and specify some kind of feeling by name, simile or figure of speech.

Because describing feelings is so often confused with expressing feelings, it is important to make the difference clear.

Expressions of Feeling	Descriptions of Feeling
Person blushes but says nothing.	"I feel embarrassed." "I feel pleased." "I feel crushed." "I feel annoyed."

Expressions of Feeling	Descriptions of Feeling
Person suddenly becomes silent.	"I feel angry." "I'm worried about this." "I feel like I've been slapped."
"She's a wonderful person!"	"I'm in love with her." "I enjoy her." "I respect her abilities."
"You talk too much!"	"I'm bored." "I want to say something." "I feel inferior at how much you know."
"Shut up!!"	"I feel hurt by what you said and afraid to hear any more." "I feel angry at myself!" "I feel angry with you."
"Can't you ever be on time?"	"I'm irritated with you that I had to wait so long in the cold!" "I've been worried for fear you might have had an accident!"
"Damn you!!!"	"I'm furiously angry with you!" "I'm worried about you and I wish I didn't have to be!" "I like you and resent you at the same time."
"You shouldn't have bought me such an expensive gift!"	"I really like it!" "I feel obligated to you and resent it." "I feel inferior when I think of the cheap present I gave you."
"Jim, you are too rude and overbearing."	"Jim, I'm irritated." (Behavior description: "You keep cutting me off.")

Feeling is expressed through commands ("Shut up!"), questions ("Why can't you ever be on time?"), accusations or judgments about traits and motives. ("You talk too much!" "She's a wonderful person.") In addition, feelings are expressed without words by blushing, sighing, crying, becoming silent and keeping another waiting. Any expression of feeling may come from a number of different feelings. Thus, expressions of feeling are apt to be misread. Hence the importance of describing your feelings--which is less ambiguous--if you want others to understand accurately.

The aim in describing your feelings is to start a dialogue resulting in an improvement of your relationship. After all, others need to know how you feel if they are to take your feelings into account. Negative feelings are indicator signals that something may be going wrong in a relationship with another person. To ignore negative feelings is similar to ignoring a warning light in an electrical circuit that indicates the circuit is overloaded. Negative feelings are a signal the two of you need to check for misunderstandings and faulty communication. After discussing how each of you sees the situation, you may discover your feelings resulted from a false perception of the situation and motives. In this case, your feelings would probably change. On the other hand, the other person may discover his actions are arousing feelings he wasn't aware of and he may change.

In short, describing your feelings should not be an effort to coerce the other into changing so you won't feel as you do. Rather you report your inner state as one more piece of information necessary if the two of you are to understand and improve your relationship.

Script I: Paraphrasing

Supervisor: Now, I was wondering, after...you had a chance to read what I recorded of your lesson, didn't you?

Teacher: Um hum, right.

S: Do you have any comments on it?

T: Other than the fact that I really enjoyed going back and looking at this..it's amazing what goes on that you don't notice in a classroom.

S: Could you give me an example?

T: Oh, some of these things that they were saying, like the whistle blowing outside the class, and I never heard that, and I felt the students, some of their responses...

S: Then things seem to stand out as you are going over it.

T: They don't seem to catch on to directions very easily. I remember yesterday, yesterday, when they'd hand me those papers, half of them I had to hand back and say, 'Put the answers on it or put the questions on it.' It was something they hadn't done and it was written on the board and I told them in class. I just didn't make it clear, I guess you know.

S: Okay. Now you feel that you didn't make it clear enough, is this what you mean?

T: Um hum. I feel that it wasn't clear enough because they didn't do it.

S: Could there be any, do you have anything that you feel would clarify this? In other words, things that you might do whereby the students would be able to follow your directions.

T: Like in yesterday's situation.

S: Or in any situation.

T: Well, today, well, they followed directions perfectly today. I put on paper, 'Write on two of the following,' and I gave them five questions.

S: So you put it on a piece of paper that you gave them.

T: Yes, right on to a column. I didn't put it on the board. I didn't put it on anywhere. I handed it out. They wrote on two of the following. And that took care of it, and they handed them in and that was the end. Oh, once or twice somebody would ask me, um, 'Do we have to write on two of these, does number five count as two or does it count as one,' and things like that just to clarify it for themselves. We went over the questions in class. We read each one and so I thought they wouldn't come up and ask me what it meant. I tried at that time to point out to them what the questions meant. They had it right in front of them.

S: You were very, very specific about this though.

Script I: Paraphrasing (continued)

T: I had to be today, because yesterday I just felt that they couldn't understand what I was talking about. And so I thought today for sure it's going to be quieter and it's just going to run more like clockwork than it did like yesterday when it just... They ran it themselves.

S: Now, you have indicated one way here that you can give more explicit directions then, would be to write the direction. You indicated this. Would there be an other way?

T: Well, it seems to me that if I write it on the board, it should be as good as written on the paper in front of them and I can't understand why it isn't.

S: Do you do anything once you have it on the board? Do you bring their attention to this?

T: I didn't yesterday. Usually we do. You know, when we write an assignment, we give them the assignment and write it on the board at the same time. It doesn't always work, but it... usually they write it down on a piece of paper then.

S: When do you give them the assignment?

T: Ahuh, when we say, 'Okay, the assignment for tomorrow is to open your books to page 282,' and we give them say, numbers 3 and 5, and usually they write them down ...Often, this last week we've been checking on who hasn't been handing in their assignment, and we go back and they don't remember what the assignment is and they were there. But they just didn't write it down.

S: I wonder in...as you looked over this material that we have given to you, would there have been any way in which you would, as you looked at this, do you see any ways that you would alter this? In other words, so they would have these directions more clear in their minds.

T: Perhaps in the beginning I'd just, ah, ah, 'Let's have you take this down on a piece of paper,' ah, but then it was supposed to be something that was more fun than something that seemed like a dictatorship or something. I wanted them to enjoy it and something that they would be kind of on their own because they were supposed to be writing the questions themselves and they were supposed to be running this themselves.

S: Yes...But you had definite directions that you wanted them to follow.

T: Yes...and I changed them, but they were demonstrations in the first place.

S: I wonder, did you think as you went over this, probably if you had given the students the direction... For instance, you read here in the first one, 'Let's make two straight lines, you notice there, 'Okay, you fellows move down there. Cynthia, I want you to take charge of this side. Gary, you are in charge of this side. You have read Chapter 22, four of you will take this section and each student will write five questions and answers on one page.

Observation Form I

1. Listen to the conversation between the role players (do not talk with them).
2. Keep a tally of who said the paraphrase, what they said, and the response to it.
3. Also take notes on the effect the paraphrase, and the response to it, had on the conversation. Did it stop the conversation? Change the "tone" of it? Cause one of the participants to non-verbally react; etc.?
4. Following the conversation, show the role players your notes and give them your impressions of their use of paraphrasing.

Who said it?	What did they say? (Record the statement and the paraphrase.)	Effect produced by the response?

Role Play I

You are a senior high biology teacher. Fred, a student in one of your classes, is behind in his class assignments and weekly written exams. You know he has some learning problems as he is assigned to the resource room for two periods a day. However, you generally feel that he should do exactly what everyone else is doing if he is assigned to your class. Plus, you do not have time to help students individually. You are meeting with the resource teacher now for the first time.

Role Play I

You are the resource teacher in a senior high school. One of your students is having trouble in the biology teacher's class. The student, Fred, is capable of doing the work but has trouble with written assignments and tests (he could tell you the answers easily but struggles when he has to write them down.) So, Fred is behind in class assignments. This is your first conference with the biology teacher. You want to find out what problems Fred is having, what are the alternatives, and how you can help Fred and the teacher.

Adapted from Responsive Interaction for Professional Educators Program by Punky Hemphill and Jerry Chafin.

Role Play II

You are the administrator of a school district. The special education director for your district has asked to talk with you about conducting a five day in-service workshop for special education personnel in the district. He thinks that such an in-service will prepare them to meet the requirements outlined in new federal legislation for special education. You are not necessarily opposed to the idea, but you are worried about: (1) cost, (2) the length of time required for the in-service, and (3) how the regular teachers and administrators will react to special education personnel receiving so much time for in-service. After all, what if they also demanded five days of training? The total school year and budget could be spent on in-service training.

Role Play II

You are a special education director for a school district. You are meeting with the administrator of your district to discuss conducting a five day in-service workshop for the special education personnel in the district. You think that such an in-service workshop would prepare them to meet the requirements outlined in the new federal legislation for special education. You are anxious that your district comply with this legislation because you see it as an opportunity for advancing services for handicapped children. You also know that the state department will be monitoring your district's compliance.

The cost of such a workshop would be minimal. You and a special education director from another district will conduct it. All you need is money for supplies and coffee, and five days off, so that you can help the other special education director conduct the same workshop in her district.

Role Play III

You are the parent of a girl named Sally. Sally was evaluated by a special education teacher who decided Sally needed special instruction in a resource room. Sally's principal called you last week to tell you about Sally's problem and to set up a conference with you and the resource teacher. You are against Sally being placed in a special class. Your cousin's son was placed in a special class four years ago, and now he seems to be different than he was before. You think the school is not being totally honest about Sally's placement and that they believe Sally is retarded and are not telling you. In order to keep Sally from the situation your cousin's son was in, you have decided that Sally should not receive the help. You are going to confer with the resource teacher now about Sally's placement.

Role Play III

You are the resource teacher. Recently you evaluated a student named Sally. You determined that she needed special instruction in the resource room for two hours a day in math and reading. She is two years below grade level in both subjects. The regular class teacher agrees that she needs additional help. However, the parents are against the program even though Sally will remain in the regular class for the majority of the day. You are now going to confer with the parents about Sally's need for individualized instruction and the advantages of her coming to the resource room.

Script II: Perception Checks

Resource Teacher: RT

Classroom Teacher: CT

CT: Say, Cathy, I need to talk to you about Tammy. I'm just having a terrible time with her. I just can't get her to do anything in my classroom. She won't complete her math, she bothers others all the time, she can't read anything, I just don't know what to do.

RT: I get the impression that you're feeling pretty frustrated with the situation. Is that right?

CT: Exactly. I have 21 other kids in my class to worry about and I just can't tolerate Tammy's constant nagging and immaturity.

RT: It sounds, too, like you're feeling confused about how to handle her behavior and her academic problems?

CT: Yes, I think the hardest thing for me to do is plan what she should be doing academically. She's so far behind the others that I can't place her in any reading or math group, and I know then that she just doesn't know what to do with her time.

RT: Do you feel as though Miss Schlampp could be helpful to you in helping to locate materials?

CT: Yes, but I just don't have the time to run up to the IMC every day and plan for an hour with Miss Schlampp what I'll do with Tammy. That's not fair to the other kids.

RT: So, my impression is that you're confused about what materials to use, you're frustrated with Tammy's behavior, and feel as though the time commitment is unreasonable.

CT: Right. Do you feel as though you could spend some time talking to Tammy about her behavior? And maybe you could give me some ideas about setting up a reasonable contract for Tammy. That would really help me out.

(Use in Activity IV)

Observation Form II

1. Listen to the conversation.

2. Record each perception check that each person uses in this discussion.

3. Following the conversation, discuss your observations with them.

Regular Teacher	Resource Teacher

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Role Play IV

You are a regular class teacher. The principal placed a hard-of-hearing child, Bob, in your class for a half day each day. You include Bob in all the activities you have the rest of the class do in the morning. In the afternoon Bob goes to a resource room. The resource teacher has contacted you twice to see if he/she could coordinate Bob's activities in your class with his activities in the resource room. You see no point in this because Bob is receiving special help in the afternoon that helps his hearing problem. You don't want to work with the resource teacher because it is a waste of your time.

Role Play IV

You are the resource teacher. During the afternoons, Bob, a hard-of-hearing student, is in your resource class for remedial instruction in reading, math, and writing. You want to coordinate his program with the regular class teacher who has Bob in the mornings. Jpwever, you have run into a brick wall both times you have approached her/him. The regular class teacher has given you the impression that the resource room takes care of all Bob's problems and that there is no need to coordinate services between the two classes. You are meeting with her/him to try, once again, to coordinate your programs. You are concerned about what Bob is learning in the mornings and how it fits in with your program.

Adapted from Responsive Interaction for Professional Educators Program by Punky Hemphill and Jerry Chafin.

Role Play V

You are the regular class teacher. A few weeks ago you asked the resource teacher if she/he would help you individualize the math program for three students in your class. The resource teacher was more than willing to help you. However, she decided for you what changes you needed to make with little input on your part. Each time you tried to make suggestions, the resource teacher treated them lightly and suggested a better way to do it. She/He is so directive in giving advice that you feel she thinks you are an incompetent teacher who couldn't do the work without help. You are supposed to continue working with the resource teacher for at least two more weeks in order to reach the goal you both set, but you are tired of the resource teacher "running the show". You feel at this point that the math program is the resource teacher's and not your own program. You are going to confer with the resource teacher now about the math program.

Role Play V

You are the resource teacher. A regular class teacher asked you for ways to individualize the math programs of three children in her/his classroom. In the beginning the regular teacher was anxious and willing to work with you on the math program and generally accepted all of your ideas. Within the last two weeks the regular teacher has seemed less willing to talk with you and take your advice. You still need to work with her/him for at least two more weeks in order to reach the goal you both set. You are now going to confer with the regular teacher. You plan to discuss the individualized math program and to offer her/him more suggestions for it. You also want to talk about how you feel about the situation and to find out how the regular class teacher feels about it.

Adapted from Responsive Interaction for Professional Educators Program by Punky Hemphill and Jerry Chafin.

(Use in Activity IV)

Observation Form III

1. Listen to the conversation between the regular classroom teacher and the resource teacher.

2. Record the perception checks and paraphrases that each person uses in the discussion.

3. Following the conversation, discuss your observations with them.

	Regular Teacher	Resource Teacher
Paraphrase		
Perception Check		
Other		

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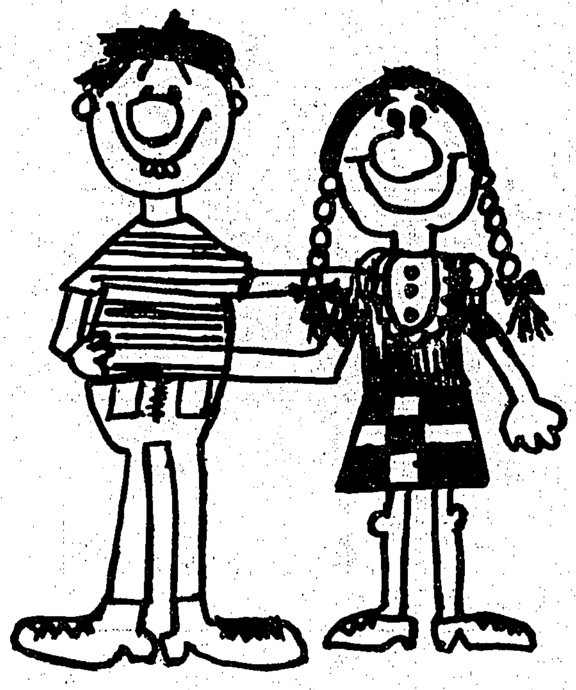
(Use in Activity IV)

Observation Form IV

1. Listen to the conversation among the role players.
2. Make a tally mark for each time each uses a paraphrase, perception check, etc. Also jot down a few words of the statement that included the paraphrase, perception check, etc.
3. Following the conversation, you will receive a script of the conversation to re-analyze.
4. We will then discuss your observations.

	Role Player #1	Role Player #2	Role Player #3
Paraphrase			
Perception Check			
Behavior Description			
Description of Feelings			

FACILITATOR MATERIALS



Real communication is very hard to achieve!

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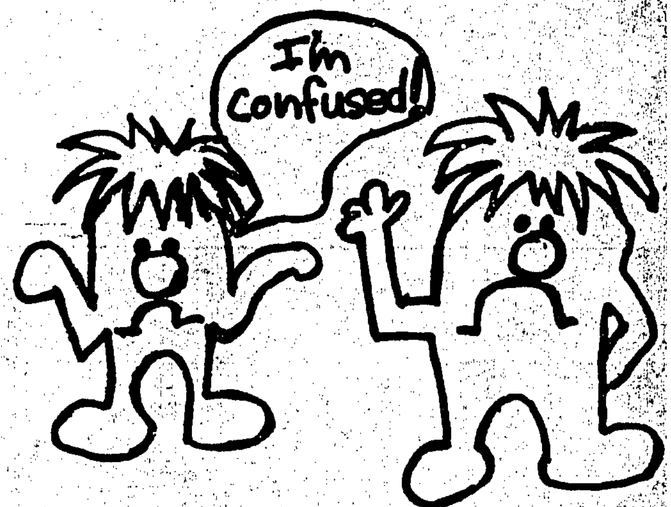
(Transparency 1)



If you see two people in a disagreement

<u>or</u> if you find yourself in the midst of an argument . . .

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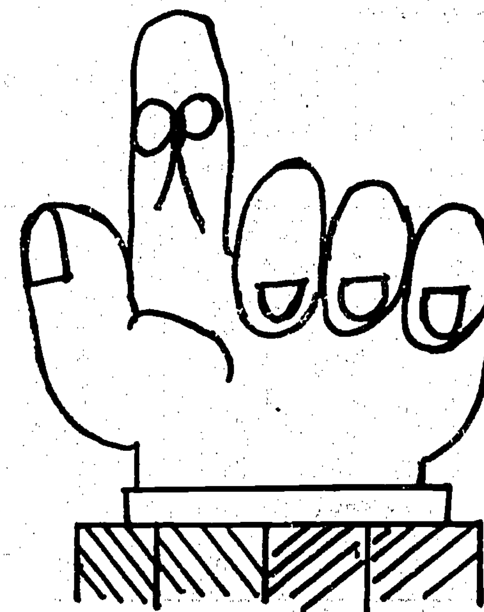
(Transparency 2)

STOP the discussion

and try this . . .

(Transparency 3)

Remember:



Each person can speak for himself only after he/she has first restated the ideas and feelings of the previous speaker accurately.

(Transparency 4)

Paraphrasing Game

Statement: I think the movie Jaws was terrible.

Paraphrase: Terrible? You mean the acting was poor?

Statement: I had a great time at the benefit-ball last night.

Paraphrase: You mean you really like to dance?

Statement: Jimmy Carter is unfit to be the president.

Paraphrase: Do you think that he's too right-winged?

Statement: I think the American Eagle is a terrible symbol.

Paraphrase: Do you mean that birds don't properly reflect the best image of our country?

Statement: I fixed the best spaghetti last night.

Paraphrase: It sounds like you really enjoy cooking.

Statement: The garbage collectors in our neighborhood are awful.

Paraphrase: You mean they forget to pick up the trash?

Statement: Burt Reynolds has some fine characteristics.

Paraphrase: Do you mean he has a great body?

Statement: John would make a fine secretary.

Paraphrase: You think he is a good typist?

Statement: The tax collectors are after my uncle this year.

Paraphrase: Do you mean he was dishonest about what he claimed for earnings?

Statement: Putting alot of salt on your food isn't always good for you.

Paraphrase: Do you mean it can cause illness?

Statement: The discount store is having a big sale.

Paraphrase: It sounds like you intend to save alot of money.

From Responsive Interaction for Professional Educators Program by Punky Hemphill and Jerry Chafin.

Role Play to Demonstrate the Use of Perception Checks

Teacher: T

Resource Teacher: RT

T: I have just a few minutes before my next class comes in, but I wanted to talk with you. I have a chance to work with a new student, and I'd like to know some of your ideas about her. We've never worked together before, but I know you've helped several other teachers.

RT: Oh, yes.

T: Do you know who Selma is? You've probably seen her around the...

RT: Yes, I have. I've never worked with her in an academic situation, but she's dropped into my room a few times to talk. She seems to be having some problems.

T: You can say that again! Anyway, the counselor, Mr. Smith, said that he and the principal had a long talk with Selma and her parents. She expressed an interest in joining my psychology class. You know, I'd really like to help that girl, and I'd like to know what some of your ideas are.

RT: My impression is that you are concerned about Selma joining your class.

T: Well, you know, I really am. I'm not sure if she can handle the coursework because it is pretty difficult and she's missed two weeks already. And, also, I worry that this may be sort of a "fad" with her. After she's in my class for a while, she may not be motivated and she could turn into a real troublemaker.

RT: I see. Are you feeling that her skills and motivation may not be as high as the rest of the class which may mean you will have to individualize instruction for her?

T: Yes, I am. The thought of individualizing instruction for one more student bothers me. Where am I going to find the time?

Role Play to Demonstrate the Use of All Four Communication Skills

Cathy: You know, I'm really sick of coming to all these in-service sessions here at school. On my in-service day I have better things to do than attend these dumb meetings!

Sue: You seem really upset today, Cathy.

Cathy: Yes, I am upset and mad. It seems just when we get some time off, then the principal plans all these little meetings to attend. I'm tired of being told how to spend my time.

Sue: You're saying then, that you'd rather be doing more constructive things in your room, like completing report cards?

Cathy: Yes! And, I wouldn't mind so much if I felt these sessions helped me any.

Sue: Tom, you are shaking your head. How do you feel about these meetings?

Tom: Well, I really like them a lot. I find them to be informative and usually I come out of them feeling as though I've learned something. I wish we'd have more of them.

Sue: So, Tom, I get the impression you're satisfied with these meetings. You often think they are worth your time, and you say they are of benefit to you.

Tom: Yes. And, there was something I want to mention. You see, Cathy, I've noticed you at these sessions. Even at the one earlier today you were writing on some of your report cards. Maybe by trying to concentrate more on the presentation it would be more worthwhile to you. Now, I know how you feel, you're kind of angry about all these extra sessions when there are things that need to be done in your room. I feel pressured, too, knowing all that needs to be done. Maybe there's a way of getting those reports finished before in-service day so that you can benefit more from these sessions.

Cathy: I suppose you're right, Tom. I do procrastinate, and it really is my own fault for leaving all those reports to the last day. Like you said, if I'd just do a few a day prior to in-service day, then I'd be more appreciative of what is being offered to us.

Script I: Paraphrasing (Analyzed Version)

Supervisor: Now, I was wondering, after...you had a chance to read what I recorded of your lesson, didn't you?

Teacher: Um hum, right.

S: Do you have any comments on it?

T: Other than the fact that I really enjoyed going back and looking at this..it's amazing what goes on that you don't notice in a classroom.

S: Could you give me an example?

T: Oh, some of these things that they were saying, like the whistle blowing outside the class, and I never heard that, and I felt the students, some of their responses...

S: Then things seem to stand out as you are going over it.

T: They don't seem to catch on to directions very easily. I remember yesterday, yesterday, when they'd hand me those papers, half of them I had to hand back and say, 'Put the answers on it or put the questions on it.' It was something they hadn't done and it was written on the board and I told them in class. I just didn't make it clear, I guess you know.

S: Okay. Now you feel that you didn't make it clear enough, is this what you mean?

T: Um hum. I feel that it wasn't clear enough because they didn't do it.

S: Could there be any, do you have anything that you feel would clarify this? In other words, things that you might do whereby the students would be able to follow your directions.

T: Like in yesterday's situation.

S: Or in any situation.

T: Well, today, well, they followed directions perfectly today. I put on paper, 'Write on two of the following,' and I gave them five questions.

S: So you put it on a piece of paper that you gave them. P

T: Yes, right on to a column. I didn't put it on the board. I didn't put it on anywhere, I handed it out. They wrote on two of the following. And that took care of it, and they handed them in and that was the end. Oh, once or twice somebody would ask me, um, 'Do we have to write on two of these, does number five count as two or does it count as one,' and things like that just to clarify it for themselves. We went over the questions in class. We read each one and so I thought they wouldn't come up and ask me what it meant. I tried at that time to point out to them what the questions meant. They had it right in front of them.

S: You were very, very specific about this though.

Script I: Paraphrasing (continued)

T: I had to be today, because yesterday I just felt that they couldn't understand what I was talking about. And so I thought today for sure it's going to be quieter and it's just going to run more like clockwork than it did like yesterday when it just... They ran it themselves.

P S: Now, you have indicated one way here that you can give more explicit directions then, would be to write the direction. You indicated this. Would there be an other way?

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S: Do you do anything once you have it on the board? Do you bring their attention to this?

T: I didn't yesterday. Usually we do. You know, when we write an assignment, we give them the assignment and write it on the board at the same time. It doesn't always work, but it... usually they write it down on a piece of paper then.

S: When do you give them the assignment:

T: Ahuh, when we say, 'Okay, the assignment for tomorrow is to open your books to page 282,' and we give them say, numbers 3 and 5, and usually they write them down ...Often, this last week we've been checking on who hasn't been handing in their assignment, and we go back and they don't remember what the assignment is and they were there. But they just didn't write it down.

S: I wonder in...as you looked over this material that we have given to you, would there have been any way in which you would, as you looked at this, do you see any ways that you would alter this? In other words, so they would have these directions more clear in their minds.

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S: Yes...But you had definite directions that you wanted them to follow.

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Partial transcript from Systematic Objective Analysis of Instruction by James R. Hale and R. Allan Spanjer.

Script II: Perception Checks (Analyzed Version)

Resource Teacher: RT

Classroom Teacher: CT

CT:	Say, Cathy, I need to talk to you about Tammy. I'm just having a terrible time with her. I just can't get her to do anything in my classroom. She won't complete her math, she bothers others all the time, she can't read anything, I just don't know what to do.	
RT:	I get the impression that you're feeling pretty frustrated with the situation. Is that right?	PC
CT:	Exactly. I have 21 other kids in my class to worry about and I just can't tolerate Tammy's constant nagging and immaturity.	
RT:	It sounds, too, like you're feeling confused about how to handle her behavior and her academic problems?	PC
CT:	Yes, I think the hardest thing for me to do is plan what she should be doing academically. She's so far behind the others that I can't place her in any reading or math group, and I know then that she just doesn't know what to do with her time.	
RT:	Do you feel as though Miss Schlampp could be helpful to you in helping to locate materials?	PC
CT:	Yes, but I just don't have the time to run up to the IMC every day and plan for an hour with Miss Schlampp what I'll do with Tammy. That's not fair to the other kids.	
RT:	So, my impression is that you're confused about what materials to use, you're frustrated with Tammy's behavior, and feel as though the time commitment is unreasonable.	PC
CT:	Right. Do you feel as though you could spend some time talking to Tammy about her behavior? And maybe you could give me some ideas about setting up a reasonable contract for Tammy. That would really help me out.	

Role Play to Demonstrate the Use of All Four Communication Skills

(Analyzed Version)

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Sue: You seem really upset today, Cathy.

Cathy: Yes, I am upset and mad. It seems just when we get some time off, then the principal plans all these little meetings to attend. I'm tired of being told how to spend my time.

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Cathy: Yes! And, I wouldn't mind so much if I felt these sessions helped me any.

Sue: Tom, you are shaking your head. How do you feel about these meetings?

Tom: Well, I really like them a lot. I find them to be informative and usually I come out of them feeling as though I've learned something. I wish we'd have more of them.

Sue: So, Tom, I get the impression you're satisfied with these meetings. You often think they are worth your time, and you say they are of benefit to you.

Tom: Yes. And, there was something I want to mention. You see, Cathy, I've noticed you at these sessions. Even at the one earlier today you were writing on some of your report cards. Maybe by trying to concentrate more on the presentation it would be more worthwhile to you. Now, I know how you feel, you're kind of angry about all these extra sessions when there are things that need to be done in your room. I feel pressured, too, knowing all that needs to be done. Maybe there's a way of getting those reports finished before in-service day so that you can benefit more from these sessions.

Cathy: I suppose you're right, Tom. I do procrastinate, and it really is my own fault for leaving all those reports to the last day. Like you said, if I'd just do a few a day prior to in-service day, then I'd be more appreciative of what is being offered to us.

FACILITATOR NOTES

Facilitator Notes for Module V: Needs Assessment

This module begins the second part of the workshop. In the first part of the workshop the participants practiced skills needed to work with groups. During this and remaining modules, participants will practice designing and implementing in-service sessions. The material taught in the first part will be continually referred to during the second part of the workshop. For example, participants will be asked to comment on the different facilitator and participant roles they see being portrayed, use communication skills and so forth.

The introductory comments of this module provide a transition between the two parts of the workshop. These remarks explain to the participants what they will do during the rest of the workshop.

When presenting this module, the facilitator should try to use concrete examples when referring to needs assessment techniques. The Activity Notes refer to a needs assessment that was conducted prior to this workshop using the form in the appendix. If such an assessment was not conducted, or if a different form was used, these notes will need to be modified.

Referring to concrete examples of needs assessments and eliciting from the participants their reactions to such techniques will help them understand the considerations that must be made when developing their needs assessment procedures.

At the end of this module, participants are asked to complete the "Effective Group Survey Form" for the second time. The results should be compiled, compared to the results from the first time the form was completed and discussed with the group.

Hopefully, the participants' observations of what is happening in the group will be more similar than the first time they completed the form. The facilitator should point out the similarities and differences between the two sets of responses if the participants do not. This discussion can also provide information about modifications that are needed in the workshop.

Since compiling the results takes about twenty minutes, the group may be given a break while the facilitator does it or one facilitator can compile while another teaches the next module. Or, the facilitators can compile the results at the end of the workshop day and share them with the group the next morning.

Objective of the Module

The participants will be able to select three methods for assessing in-service needs for informal diagnostic and prescriptive programming skills or other professional skills.

Materials Needed for the Module

Facilitator Materials

- Activity Notes
- 1 "Facilitators' Workshop Continuum" transparency
- Blank transparencies
- Overhead projector
- Marking pens
- Blank newsprint
- 2 pages of newsprint for compiling the results of the "Effective Group Survey" Form

Participant Materials

- 1 copy of the initial "Needs Assessment for Preparing Personnel to Design and Implement Workshops" per participant
- 1 copy of the "Arkansas Needs Assessment" per participant
- 1 Activity Sheet V per participant
- 1 copy of Planning, Conducting, and Evaluating Workshops per participant
- 1 copy of "Identifying Needs of Students and Teachers" per participant
- 1 page of newsprint and 1 marking pen per group
- 1 "Effective Group Survey" Form per participant

Time Needed to Complete the Module

Approximately one hour and fifteen minutes is needed to complete this module.

ACTIVITY NOTES

Activity Notes for Module V:
Needs Assessment

1. In the first part of our workshop, we have been practicing skills that will help us work with groups of participants. We have analyzed the facilitator and participant roles, then discussed what factors motivate the group, and finally we thoroughly examined some communication skills. Now we will concentrate on the variety of elements to consider when designing a workshop.

(PUT THE "FACILITATORS' WORKSHOP CONTINUUM" TRANSPARENCY ON THE OVERHEAD.)

2. On the overhead is a continuum which we will follow in this part of the workshop. We will discuss procedures for conducting a needs assessment.

3. We then will look at the various methods and structures that can be used to design workshop activities. We will also look at warm-up activities which can be utilized in workshops to facilitate learning.

4. We then will role play our "greatest fear" as a facilitator.

5. Then we will discuss ways to teach three modules from the informal diagnosis and prescriptive programming workshop and tips which may be helpful to you when you present these modules.

6. Next we will investigate how you can change workshops to meet the needs of the participants in them.

7. Then we will identify different wavs to evaluate workshops, whether it be testing, evaluation forms or whatever.

8. Then we will begin the planning for an in-service workshop that you intend to give.

9. And finally we will briefly look at the "Do's and Don'ts" of facilitating a workshop.

10. Our first activity, then, will be discussing how to identify the needs of the group to whom you will be presenting an in-service workshop. The importance of this procedure cannot be stressed enough. Only if you know the entering skills of the participants in your group and what skills they feel they need to know, can you hope to conduct a meaningful workshop.

11. Let's consider an example. Each of you completed a needs assessment before attending this workshop. It was composed of open-ended questions and statements that you read and prioritized according to your interest. Another part of the instrument asked you to rate yourself on how well you could perform some communication skills.

12. When we analyzed the information from this, we were able to make some decisions about what material we wanted to include in, or eliminate from, the workshop. We were also able to determine how much emphasis to give to some of the skills we were including. It also helped us find out what in-service modules you wanted to thoroughly review in one of our activities.

13. Hopefully, by obtaining this information from you, we were able to design the workshop to meet your needs.

14. Another example of a needs assessment was the "Characteristics of an In-Service Trainer" form that you completed in the first activity. We also used this to decide what workshop skills to emphasize.

15. A third example of a needs assessment is the one conducted throughout the state that made the State Department of Special Education decide that training in skills needed to write individual educational programs was needed. We'll distribute copies of this and the initial needs assessment you completed for this workshop for you to have as examples.

(HAND OUT COPIES OF THE STATEWIDE AND WORKSHOP NEEDS ASSESSMENTS.)

16. Please look at the needs assessment for this workshop. How did you feel when you completed it?

(TRY TO ELICIT FROM THE GROUP THAT COMPLETING THE NEEDS ASSESSMENT MADE THEM FEEL THAT THE FACILITATORS WANTED TO DESIGN THE WORKSHOP TO MEET THE PARTICIPANTS' NEEDS.)

17. The reasons you have just stated are some positive ones for conducting a needs assessment. Determining entry level skills and the interest of participants are other reasons for doing a needs assessment. Can you think of more?

(RECORD RESPONSES ON A TRANSPARENCY. THE FACILITATOR SHOULD MENTION THE FOLLOWING IF THE PARTICIPANTS DON'T:

a. It gains commitment on the part of future participants because they feel a part of the decision-making process.

b. It helps gather accountability data.

   1. You can justify spending time and money on an in-service session if you can show a need for it.)

18. What other kinds of needs assessment instruments, besides the questionnaire variety, have you seen and/or completed?

(RECORD RESPONSES ON A TRANSPARENCY.)

19. Did you like any one of these formats better than the other? Why?

(RECORD RESPONSES ON A TRANSPARENCY.)

20. Let's now do some reading about different methods for assessing teacher needs for an in-service workshop.

(HAND OUT ACTIVITY SHEET V, PLANNING, CONDUCTING AND EVALUATING WORKSHOPS AND THE ARTICLE "IDENTIFYING NEEDS OF STUDENTS AND TEACHERS.")

Activity Sheet V

1. Form groups of five.
2. Read pages 35-39 of Planning, Conducting and Evaluating Workshops.
3. Assign one person in your group to read pages 40-51 of that book.
4. Assign two people to read pages 52-69 of that book.
5. Assign two people to read the article "Identifying Needs of Students and Teachers".
6. After you finish, share the information you got from your reading with other members of your group for about twenty minutes.
7. Then take ten minutes to select three methods for assessing in-service needs for informal diagnostic and prescriptive programming skills or other professional skills.
   a. Select these based on your reading and your own personal experience.
   b. Discuss why they would be appropriate.
   c. Use communication skills during your discussions.

21. You will have about twenty minutes to read these selections. After you have finished, take another twenty minutes to share the information from your reading with other members of your group.

22. Then, take ten more minutes to select three methods for assessing teacher in-service needs for informal diagnostic and prescriptive programming skills or other professional skills. Select these methods based on your reading and your personal experience with needs assessments. Use the communication skills which we have discussed previously when selecting your methods.

23. We will then ask each of the groups to present what methods they selected.

(AFTER THE GROUP HAS READ FOR TWENTY MINUTES, ASK THEM TO DISCUSS WHAT THEY READ WITH OTHERS IN THEIR SMALL GROUPS.)

(AFTER TWENTY MINUTES OF DISCUSSION, DISTRIBUTE ONE PAGE OF NEWSPRINT AND A MARKING PEN TO EACH SMALL GROUP.)

24. Please write the three methods you chose for assessing needs and the reasons why you selected them on newsprint. When you're finished, tape the newsprint on the wall behind you.

(THE FACILITATOR SHOULD GIVE THE PARTICIPANTS ABOUT TEN MINUTES TO DO THIS. WHILE THEY ARE WRITING, THE FACILITATOR SHOULD WRITE THE FOLLOWING ON A PAGE OF NEWSPRINT AND TAPE IT ON THE WALL.

Method	Reasons Why I Selected It
a. Questionnaire	1. It is easy for people to complete
1. It can be composed of open-ended questions.	
2. It can be a list of in-service topics that teachers rate according to interest.	
3. Or, it can be a combination of both.	
b. Record Keeping	
1. If you are a consultant or resource teacher, keep track of the number and kinds of requests teachers mention.	1. It only takes my time to this kind of needs assessment and not the teachers.

a. How many teachers ask for ideas to reinforce handwriting skills?

b. How many teachers ask for specific information on the testing you do?

2. It gives me a sampling of teachers' needs over time instead of just what their needs were the day they completed the questionnaire.

c. Give a test and base your in-service on the deficit areas.

1. It accurately pinpoints what the deficit areas are.

d. Select a random sample group of participants and interview them personally to find out what their needs are.

1. I can make sure my questions are interpreted accurately.

2. I can begin establishing a relationship with some potential members of the in-service group.)

(AFTER ALL THE GROUPS HAVE TAPED THEIR LISTS TO THE WALL, THE FACILITATOR SHOULD CALL THE GROUP TOGETHER.)

25. Let's take a few minutes and walk around and read what methods each group selected and why they chose them. I also have a list so stop by and read it, too.

(AFTER THE PARTICIPANTS HAVE HAD A CHANCE TO READ ALL THE LISTS, ASK THEM TO FORM A LARGE GROUP.)

26. Some additional things to consider when you conduct a needs assessment are the following:

a. Don't do one unless you're really going to use the information from it to plan your in-service sessions. Otherwise it's a waste of your time and the participants' time and often upsets the participants because they feel their needs weren't considered.

b. If you design a questionnaire or questions to use in an interview, be certain you will obtain the information you need.

1. If you don't, you may need to repeat the process.

2. In order to insure that you will obtain the information you need, ask someone or a small group of people to critique your instrument before you use it with your participants.

c. Timing is important. Allocate ample time for the participants to complete the assessment and for you to analyze the results. If you're mailing your needs assessment to the participants and expecting them to mail it back to you, remember that this will increase the amount of time you need.

27. Are there any questions or comments?

(DISTRIBUTE COPIES OF THE "EFFECTIVE GROUP SURVEY" FORM.)

28. Please complete this form again to assess how similar or different our observations of what is going on in the group are. Remember to write on the back the two facilitator and the two participant roles you have most often seen in the group since the last time you completed the form. We will compile the results and compare them to the results from the first time you completed the form. If you want yours back, put an identifying mark on it.

(THE FACILITATOR SHOULD COLLECT THE FORMS AND COMPILE THE RESULTS. PRINT THE RESULTS ON THE SAME PAGE OF NEWSPRINT THAT THE FIRST SET OF RESULTS WAS PRINTED ON. AFTER THE RESULTS ARE COMPILED AND PRINTED ON THE NEWSPRINT, CALL THE GROUP TOGETHER TO DISCUSS THEM.)

29. Do you have any questions or comments about these results? Do you, as a group, perceive things differently now than from the first time you completed the form? What factors caused or did not cause these changes?

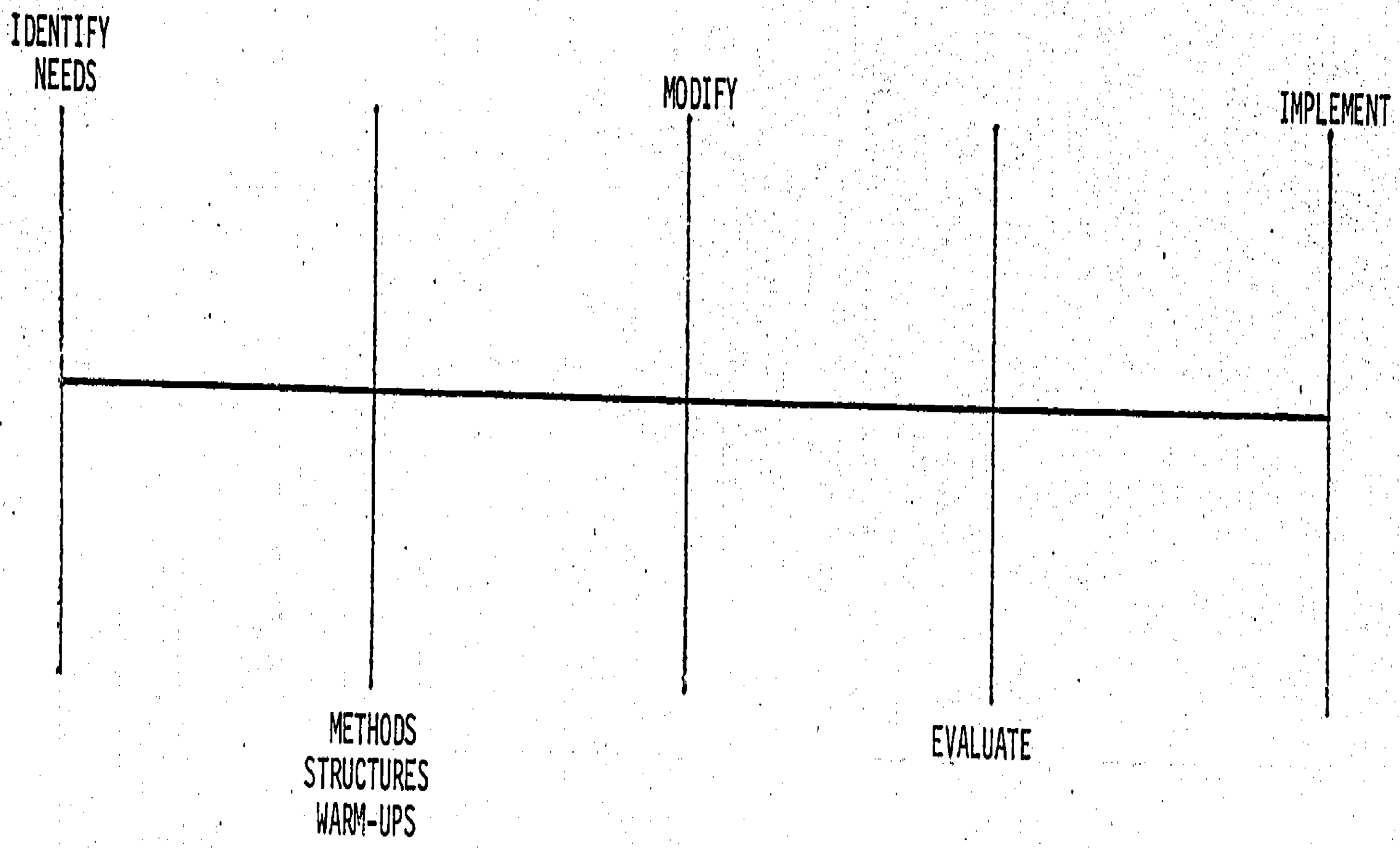
(IF THE PARTICIPANTS DO NOT POINT OUT THE SIMILARITIES OR DIFFERENCES BETWEEN THE FIRST AND SECOND SET OF RESPONSES, THE FACILITATOR SHOULD DO SO.)

30. Based on these results, should any modifications be made in the workshop?

(IF THE PARTICIPANTS THINK MODIFICATIONS SHOULD OCCUR, ASK THEM WHAT RATING(S) ON THE FORM MADE THEM THINK MODIFICATIONS WERE NECESSARY.)

FACILITATOR MATERIALS

Facilitators' Continuum Transparency



PARTICIPANT MATERIALS

(Use in Activity V)

NEEDS ASSESSMENT FOR ARKANSAS

The State Plan for Special Education, 1975, states "In order to ensure that Special Educational services are appropriate to the individual child and to the intent of Act 102:

> "An individualized educational plan is designed for each child receiving special education services.
>
> The individualized educational plan consists of the identification of educational objectives for the child, description of type of services to achieve the objectives, specific educational activities to implement the objectives, and evaluation methods used to measure achievement. The plan is for either the remainder of the term or for the school year, and is updated after each review as necessary. The plan should include both immediate and long range goals to be achieved as a result of the special education services, and should be oriented to helping the child move toward social and economic self sufficiency and independent functioning in a normal environment."

In light of these statements from the State Plan, it is expected that this mandate will create many new demands and opportunities for teachers serving handicapped children. From the perspective of your position, complete these questions:

1. Describe the problems you will encounter most as you provide educational services to handicapped children.

   A. Diagnostic problems

   B. Programming problems

   C. Resources problems

   D. Support services problems

   E. Other

2. What services, workshops or information do you think would help you meet your problems.

   A. Services

   B. Workshops

   C. Information

   D. Other

IDENTIFYING EDUCATIONAL NEEDS OF STUDENTS AND TEACHERS

by

Stan Dublinske and Jeff Grimes

In assessing the needs of the educational program one can look at two components. Student needs and teacher needs. This paper focuses on procedures that can be utilized to identify general needs of students and teachers from a total program viewpoint.

HOW TO IDENTIFY STUDENT NEEDS

In order to identify educational needs of students it is necessary to look at the students behavior or performance in the classroom. In order to get a composite picture of the behavior of students in the classroom it is not necessary to collect information on all pupils enrolled. Use of random sampling procedures will provide the necessary program needs.

With this procedure the administrator or person interested in determining the needs of the students, select on a predetermined random basis one or more students per room and have the teachers provide information about specific areas of behavior.

The selection of the student could be made on the following basis:

> "Identify the student that sits closest to the main door in your classroom during the first period after lunch."

With this particular student in mind, the teacher can provide comments relating to the educational problems the child may be having. An example of information collected is found in Appendix A. The information collected may be somewhat unstructured or may be very specific depending on how instructors observe and record educational behaviors of their students.

The important factor is that you will get a profile of the entire student population. Following is an example of the information you might acquire:

> "70% of the students had trouble with spelling, only 40% were reading at grade level and 10% exhibited some form of aggressive behavior."

Based on this information you can make decisions about the needs of the students in the population and use such to modify or develop educational programs based on needs. Also, data collected could be utilized to establish a baseline for future program evaluations. This procedure could be repeated for more selection situations if the profile found with just one student does not seem reliable.

HOW TO IDENTIFY TEACHER NEEDS

If we are to provide comprehensive educational services we must also be concerned with instructors in the program who work with the students. If the program for students is to be improved, it is necessary to discover the areas where teachers desire to improve their performance. In most cases teachers will feel the need to increase their skills in the areas where they are having the most problems in the classroom. Thus, the teachers needs are usually related to student performance in the classroom.

Using a form as indicated in Appendix B one can collect information from all instructors in the program. The procedure is to provide teachers with a "menu" of possible inservice topics from which they select four or five. For example:

> "If an inservice meeting was being developed and you could select topics and skills to be presented, what would your selection be? Below are nine categories. Please read all of the nine and then choose four you feel would be most beneficial and important for you. Write the specific skills you would like to learn in the meeting on each of the four topics."

The categories listed should be process or product oriented and persons completing the questionnaire should be instructed to pay special attention to indicating skills they desire.

Having collected the data from the survey what you will have is a composite of teacher performances in rank order. For example, you may find that 93% of the instructors are interested in acquiring information on how they can manage more effectively student behavior in the classroom, and that only 22% are interested in health instruction information.

Again the important factor is to collect information to make decisions about what program changes should be made. By using techniques such as those indicated which involve the teacher in the decision making process, the motivation for implementation of new educational procedures should be much greater since they are based on identified needs of the students in her classroom and skills she feels are important in running an efficient and effective classroom.

Using both the student and teacher needs assessment tools will provide sufficient information to determine program components that need modification or areas that need additional programming efforts.

Please complete and return by_______________

Directions: Identify the student that sits closest to the main door in your classroom during the first class period after your lunch on Monday. With that student in mind please identify the student's specific problems (if any) in the following areas.

My teaching stiuation is best characterized as:_______________
(Indicate grade level - age of students and nature of teaching assignment.)

READING	WRITING
MATH	ORAL COMMUNICATION SKILLS
VOCATIONAL	STUDY HABITS
SELF CONCEPT	PEER RELATIONS
PARENT RELATIONS	TEACHER RELATIONS

This student's three greatest strengths are:

1.

2.

Please complete and return by _______________

Directions: If an inservice meeting was being developed and you could select topics and skills to be presented, what would your selection be? Below are nine (9) categories. Please read all nine categories and choose four (4) you feel would be most beneficial and important for you. Write the specific skills you would like to learn in the meeting on each of the four topics.

My teaching situation is best characterized as: _______________
(indicate grade level - age of students and nature of teaching assignment.)

CATEGORIES (Rank in order of top priority one -highest- through four)		RA
HEALTH INSTRUCTION	I would like to learn (or know more about) how-to -	
MATH INSTRUCTION	I would like to learn (or know more about) how to -	
READING INSTRUCTION	I would like to learn (or know more about) how to -	
VOCATIONAL & CAREER INSTRUCTION	I would like to learn (or know more about) how to -	
PERCEPTUAL (Visual-Auditory Motor) SKILL DEVELOPMENT	I would like to learn (or know more about) how to -	
PARENT PROBLEMS AND SOLUTIONS	I would like to learn (or know more about) how to -	
CLASSROOM MANAGEMENT -- INDIVIDUAL AND SOCIAL BEHAVIOR	I would like to learn (or know more about) how to -	
INSTRUCTIONAL MATERIALS	I would like to learn (or know more about) how to -	
OTHER (Specify)	I would like to learn (or know more about) how to -	

NEEDS AND VERIFICATION PROCESS

There is a valuable lesson to be learned from the businessman's approach to needs identification. A business does not try to manufacture or sell products for which there is no demand or for which no demand can be easily generated. Business selects potential products on the basis of market analysis which attests to the need and anticipated responsiveness of consumers. Market analysis merely probes into what the consumer wants, is willing to buy, and what might be an acceptable price. Based on this type of information, management is in a position to make good decisions about whether to invest their resources in the product. *Market analysis is to sales decisions what needs verification is to educational decisions.*

Common sense dictates that if we are going to spend our time and money, presuming we have limited quantities of either, then we must spend those precious resources where they will have the greatest potential of return for the investment. In planning projects this means we benefit from making a distinction between verified educational needs and what appears to be a need but is not. This section will zero in on methods that help us make judgements about needs upon which projects may be developed.

What is a need? A need is defined as follows: any educational program or component that is absent, but necessary to meet an immediate or future objective essential to the learners development. The emphasis is on the learner and new services, buildings, additional staff, media or equipment must be justified in terms of their contribution to the learners development. A "problem" may also reflect a need of the learner.

What is a perceived need? All needs begin as perceptions, ideas or opinions. These perceptions may or may not be accurate. Therefore, we must verify the perception by collecting information from the real world to test out our perception. This process of information collection, measuring the validity of a perceived need is called needs verification. If the perceived need cannot be students, parents or others involved in the educational program, it may be that the perceived need is not a need at all.

There are several methods that can be utilized in verifying needs. They can be utilized to find out what the needs are or to verify perceived needs. The methods include:

1. QUESTIONNAIRE: This can be a valuable tool in constructed properly. To be effective, you must have operational definitions of the desired answers. What does poor-average-good-excellent really mean? Can you interpret numbers on a five-point scale? Do yes and no answers allow for interpretation? The person who is filling out the questionnaire must know what each of these means so that all persons completing the questionnaire will be responding to the same reference point.

2. RECORDING: With this method you keep a record of all requests for services that go unfilled or keep records of all problems that are broug to your attention. Keeping a record of all consultations made or reques phoned in that must be filled will allow one to record problem areas that may be needs. Reports from LEA's will also provide information fo recording.

3. COMPARISON: With this method you take a look at the types of servic you are offering and compare it with services offered by another agency If there is considerable difference, the differences may be perceived as needs and would then have to be verified with LEA's.

4. INTERVIEW: This is probably the most appropriate method of verifica tion as it allows for direct contact with persons who are directly involved in the problem. With direct contact interviews you can get a clear picture of what the need really is as well as clear up any misperceptions that may arise.

5. SUBTRACTION:

Where we want to be
- Where we are
= Need

6. ANALYSIS: This method draws on data which may be available in the form of test information. Also national, state or local surveys report in professional journals or other publications.

As an aid to planning your project PPE form I, Need Worksheet (appendi will be useful in the verification process. This has four sections:

1. Perceived need - list the need or problem you see.

e.g. - Many economically needy children enrolled in day care cente are not getting one balanced meal per day.

e.g. - A large number of teachers do not have appropriate instructional materials from language development and this curricular area is not receiving attention in grade K-1-2.

2. Verification Method to use - How to verify perceived need.

e.g. - Interview 20 teachers from grades 7-8-9 and check circulation of 25 randomly selected pieces of instructional material dealing with testing and educational evaluation.

e.g. - Compare our program with 5 educational units of comparable size and service regions. Also send out questionnaires to 30 teachers and 30 parents.

3. Verified Need Statement - The need statement must indicate the magnitude of the need, identify the target population and specify the need.

e.g. - Eighty percent (80%) of all moderate to severe hard of hearing students (N = 68) in the region served by the educational unit are below grade level by one or more years in reading and spelling.

e.g. - Only 22% of the education recommendations suggested by special service personnel employed by the educational unit were implemented by the classroom teachers.

4. Possible Solutions - What actions might be taken to meet the verified need.

e.g. - Purchase materials
In-service education for teachers

e.g. - Employ new staff member to provide service
Develop materials for use by parents

GOAL STATEMENT WORKSHEET

Goal Components:

1. Provides Direction: What will be done, solution.

2. Measurable: Criteria for impact.

3. Time: When will goal be attained.

Goal Statement:

Goal Manager:________________________________

NEED WORKSHEET

Perceived Need (need, problem, desire):

Verification Procedures/Results:

Verified Need Statement:

(Identify population or target group, indicate magnitude of need and specify condition of need)

Possible Actions:

From How to Plan and Evaluate Educational Projects by Stan Dublinske and Jeff Grimes, Title VI B, State of Iowa Publications, Department of Public Instruction, Special Education Division, Grimes State Office Building, Des Moines, Iowa 50319, May 1972.

ACTIVITY SHEETS

1. Form groups of five.

2. Read pages 35-39 of Planning, Conducting and Evaluating Workshops.

3. Assign one person in your group to read pages 40-51 of that book.

4. Assign two people to read pages 52-69 of that book.

5. Assign two people to read the article "Identifying Needs of Students and Teachers".

6. After you finish, share the information you got from your reading with other members of your group for about twenty minutes.

7. Then take ten minutes to select three methods for assessing in-service needs for informal diagnostic and prescriptive programming skills or other professional skills.

   a. Select these based on your reading and your own personal experience.

   b. Discuss why they would be appropriate.

   c. Use communication skills during your discussions.

FACILITATOR NOTES

Facilitator Notes for Module VI: Warm-Ups, Structures, Learning Climates and Methods

This module presents four elements to consider when designing a workshop. They are:

1. Activities to "warm-up" or "loosen-up" groups.

2. Structures, or procedures, to use when arranging materials and people so the best learning occurs.

3. Ways to establish a workshop climate conducive to learning.

4. Methods that can be used to present the content of the workshop.

The module illustrates different methods that can be used to present workshop content by incorporating different methods in the actual presentation of this module's activities. The methods used include the fishbowl, demonstration, mini-lecture, and learning center approaches.

In the first activity, participants are asked to form three equal groups. Each group is assigned a different section to read in Planning, Conducting, and Evaluating Workshops. They are then asked to use the fishbowl technique to discuss their assignments. Each group, in turn, sits on the floor, in the middle of a circle of chairs, and discusses their topic for five minutes. While they are discussing, the other two groups sit in a circle of chairs around them and observe what communication skills and facilitator and participant roles they are using. These groups record their observations on Observation Form VI and discuss them with the group being observed.

In the second activity, the participants will choose to work at one of four "methods" or learning centers. The facilitator should have four sections of the room set up as centers. The following titles should be written on newsprint and one placed at each center:

1. "Presentations and Cases."

2. "Demonstrations and Playlikes."

3. "Reading, Drama, and Gaming."

4. "Discussions, Graphics, and Participant Directed Inquiry."

At each center should be the corresponding activity sheet explaining the assignment people at that center are to do. The activity sheets instruct the participants to prepare and present a mini-lecture and a demonstration concerning the material at their "Methods Center."

Objectives of the Module

A. The participants will be able to read the assigned pages and discuss what warm-up activities, structures and methods for establishing the learning climate could be used to implement a workshop. They will accomplish this with 90% accuracy.

B. The participants will be able to plan and present a mini-lecture and demonstration concerning the material at a "Methods Center."

Materials Needed for the Module

Facilitator Materials	Participant Materials
Activity Notes	1 copy of Activity Sheet VIa per participant
Newsprint	1 copy of Activity Sheet VIb per participant
Marking pen	1 copy of Activity Sheet VIc, VId, VIe, and VIf per Methods Center
Labels for Centers	1 copy of Observation Form VI per participant
	1 copy of *Planning, Conducting, and Evaluating Workshops* per participant

Time Needed to Complete the Module

Approximately one hour and thirty minutes will be needed to complete the module.

ACTIVITY NOTES

Activity Notes for Module VI: Warm-Ups, Structures, Learning Climates and Methods

1. In this module, we will examine other components necessary to consider when designing a successful workshop. These are:

   a. Activities to "warm-up" or "loosen-up" groups.

   b. Structures, or procedures, to use when arranging materials and people so the best learning occurs.

   c. Ways to establish a workshop climate conducive to learning.

   d. Methods that can be used to present the content of the workshop.

2. A warm-up activity is a short activity designed to get participants ready to learn. It can be a fun activity to loosen up a group, a get-to-know one another activity, or one to relieve tension or fatigue.

3. Before selecting such an activity, ask yourself what its objective is.

   a. Is it to get people to know one another?

   b. Is it to get people to work together?

   c. Is it to give people who have been sitting and/or concentrating too long a chance to loosen up?

   d. Is it to relieve tension?

4. It's a good idea to intersperse warm-ups throughout the whole workshop. However, use them appropriately. For example, you wouldn't need to do a "get-to-know one another" warm-up activity with a group of teachers who had been teaching together for ten years. Yet, you might do a different type of warm-up activity with them to relieve fatigue.

5. In the first informal diagnosis and prescriptive programming workshop, we used the following warm-ups:

   a. The name tag activity in which we all wrote five sentences about ourselves. The purpose of this activity was to help us get to know one another.

   b. The first activity in task analysis which was task analyzing a non-academic task and exchanging cards with other groups.

1) This functioned as a warm-up activity because it got people to work together and they enjoyed doing it.

2) It also helped to relieve tension some of the participants might have felt about learning a skill such as task analysis.

c. Polar Algebra, the Learning Methods module, was also a game that loosened people up.

6. Structures are ways in which participants and learning resources may be arranged so that the most learning occurs. When we talk about structures, we include how individuals, groups, and staff may be arranged.

7. In the first few minutes of the workshop, the learning climate can be established. The climate of the workshop is very important. Setting the climate includes how participants are greeted, made comfortable, told the ground rules and objectives of the workshop, and so forth.

8. Methods are the specific ways of presenting the workshop content so the objectives can be accomplished.

9. In the first activity we will look more closely at the first three elements: warm-ups, structure and learning climate. The second activity examines methods used to present workshop material.

(HAND OUT ACTIVITY SHEET VIa AND OBSERVATION FORM VI. DISCUSS THEM WITH PARTICIPANTS.)

Activity Sheet VIa

1. Number off by threes.
2. Group 1 will read pages 147-149 in Planning, Conducting, and Evaluating Workshops.
3. Group 2 will read pages 153-155 in Planning, Conducting, and Evaluating Workshops.
4. Group 3 will read pages 223-227 in Planning, Conducting, and Evaluating Workshops.

continued on next page...

Activity Sheet VIa continued

5. After you have finished reading, each group will, in turn, sit on the floor in a circle and discuss:

   a) What they read in the book.

   b) What other information they know about the topic from previous reading or experiences,

   c) What warm-ups, activities, structures, or methods for establishing the learning climate they would select for implementing the informal diagnosis and prescriptive programming workshop.

6. Keep in mind that the other participants who were not in your group have not read your assignment. Be sure to include all relevant information in your discussion.

7. While one group is sitting on the floor discussing what they read, the other two groups will sit on chairs in a circle around them.

8. They will use Observation Form VI to observe the communication skills the group is using and the different facilitator and participant roles that are being played.

9. They will then discuss their observations with the other group.

10. Please take five minutes to complete your reading assignment and then we will begin our discussion.

(AFTER FIVE MINUTES, ASK GROUP 1 TO SIT ON THE FLOOR IN THE CENTER OF A CIRCLE OF CHAIRS. GROUPS 2 AND 3 ARE TO SIT IN THE CHAIRS AND RECORD THEIR OBSERVATIONS ON OBSERVATION FORM VI. EACH GROUP SHOULD MAKE A RECOMMENDATION AS TO WHAT WARM-UP ACTIVITIES, STRUCTURES OR METHODS FOR ESTABLISHING A LEARNING CLIMATE WOULD BE APPROPRIATE FOR IMPLEMENTING THE INFORMAL DIAGNOSIS AND PRESCRIPTIVE PROGRAMMING WORKSHOP. EACH GROUP SHOULD DISCUSS FOR FIVE MINUTES.

THEN ASK GROUPS 2 AND 3 TO SHARE THEIR OBSERVATIONS WITH GROUP 1. ENCOURAGE QUESTIONS AND COMMENTS AMONG THE GROUPS ABOUT THE OBSERVATIONS. THIS DISCUSSION SHOULD ALSO LAST ABOUT FIVE MINUTES. THEN REPEAT THE WHOLE PROCEDURE WITH GROUPS 2 AND 3.)

11. You just participated in an activity where the fishbowl technique was used. In what workshop situations do you think this technique might be appropriately used?

12. Our next activity looks at methods we can use to present workshop material Let's brainstorm all of the different methods you could use in conducting a workshop.

(RECORD THESE METHODS ON NEWSPRINT. SOME EXAMPLES, IF PARTICIPANTS FAIL TO MENTION THEM, ARE:

modeling
one-to-one
activity based
lecture
role playing
sharing
brainstorming
observation
small group discussion
questioning
critiqueing
reading
interviewing
structured experience
simulation games
movies
video tape
self-research
confrontation
practice
reinforcement
ignoring
intervention
panel discussion
discovery
charades
pantomime
skits
programmed learning
stories
intimidation
overlearning
fantasy
multisensory
games
case study
drill
rehearsal
demonstration
debate
fishbowl
role reversal
experiential lecture
replay drama
micro-discussion.)

13. In our next activity, you will have a chance to read about more methods and also demonstrate some to the group.

(DISTRIBUTE ACTIVITY SHEET <u>VIb</u> AND DISCUSS IT WITH THE GROUP.)

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Activity Sheet VIb

1. There are four "methods centers" in various parts of the room.
2. Choose one of these centers and go to it. Each center should have an equal number of people.
3. At the center follow the directions given to you which include:
   a. Reading specified pages in Planning, Conducting, and Evaluating Workshops.
   b. Preparing a mini-lecture on the material to present to the large group.
   c. Preparing a demonstration of one method to present to the large group.
4. Present a ten minute mini-lecture to the large group which includes one demonstration of a method.

(GIVE THE PARTICIPANTS FIFTEEN MINUTES TO READ AND PREPARE THEIR MINI-LECTURE AND DEMONSTRATION. THEN ASK EACH GROUP TO PRESENT A TEN MINUTE MINI-LECTURE AND DEMONSTRATION TO THE LARGE GROUP.)

PARTICIPANT MATERIALS

(Use in Activity VIa)

Observation Form VI

1. Listen to the discussion.
2. List the facilitator and participant roles and behaviors you see being portrayed.
3. Make a tally mark for each time someone uses a paraphrase, perception check, etc. Also, jot down a few words of the statement that included the paraphrase, perception check, etc., and who said it.

Facilitator Roles and Behaviors	
Participant Roles and Behaviors	

	Tallies	What Was Said	Who Said It
Paraphrase			
Perception Check			
Behavior Description			
Description of Feelings			

ACTIVITY SHEETS

1. Number off by threes.

2. Group 1 will read pages 147-149 in Planning, Conducting, and Evaluating Workshops.

3. Group 2 will read pages 153-155 in Planning, Conducting, and Evaluating Workshops.

4. Group 3 will read pages 223-227 in Planning, Conducting, and Evaluating Workshops.

5. After you have finished reading, each group will, in turn, sit on the floor in a circle and discuss:

   a. What they read in the book.

   b. What other information they know about the topic from previous reading or experiences.

   c. What warm-up activities, structures or methods for establishing the learning climate they would select for implementing the informal diagnosis and prescriptive programming workshop.

6. Keep in mind that the other participants who were not in your group have not read your assignment. Be sure to include all relevant information in your discussion.

7. While one group is sitting on the floor discussing what they read, the other two groups will sit on chairs and in a circle around them.

8. They will use Observation Form VI to observe the communication skills the group is using and the different facilitator and participant roles that are being played.

9. They will then discuss their observations with the other group.

1. There are four "methods centers" in various parts of the room.

2. Choose one of these centers and go to it. Each center should have an equal number of people.

3. At the center follow the directions given to you wh... ...ude:

   a. Reading specified pages in Planning, Conductin... ...aluating Workshops.

   b. Preparing a mini-lecture on the material to present to the large group.

   c. Preparing a demonstration of one method to present to the large group.

4. Present a ten minute mini-lecture to the large group which includes one demonstration of a method.

Methods Center #1

Presentations and Cases

1. Individually read pages 127-129 and pages 136-139 of Planning, Conducting and Evaluating Workshops.
2. As a group, prepare a mini-lecture to present to the large group about presentations and cases.
3. As a group, prepare one demonstration of one method mentioned in your reading and present it to the large group.
4. You will have fifteen minutes to complete steps 1-3.
5. You will have ten minutes to present your mini-lecture and demonstration.

Methods Center #2

Demonstrations and Playlikes

1. Individually read pages 130-131 and pages 141-144 of Planning, Conducting, and Evaluating Workshops.

2. As a group, prepare a mini-lecture to present to the large group about demonstrations and playlikes.

3. As a group, prepare one demonstration of one method mentioned in your reading and present it to the large group.

4. You will have fifteen minutes to complete steps 1-3.

5. You will have ten minutes to present your mini-lecture and demonstration.

Methods Center #3

Reading, Drama and Gaming

1. Individually read pages 132-133 and page 145 of Planning, Conducting, and Evaluating Workshops.
2. As a group, prepare a mini-lecture to present to the large group about reading, drama and gaming.
3. As a group, prepare one demonstration of one method mentioned in your reading and present it to the large group.
4. You will have fifteen minutes to complete steps 1-3.
5. You will have ten minutes to present your mini-lecture and demonstration.

Methods Center #4

Discussions, Graphics and Participant Directed Inquiry

1. Individually read pages 134-135, page 140, and page 146 of Planning, Conducting, and Evaluating Workshops.

2. As a group, prepare a mini-lecture to present to the large group about discussions, graphics, and participant directed inquiry.

3. As a group, prepare one demonstration of one method mentioned in your reading and present it to the large group.

4. You will have fifteen minutes to complete steps 1-3.

5. You will have ten minutes to present your mini-lecture and demonstration.

FACILITATOR NOTES

Facilitator Notes for Module VII:
How to Modify an In-Service Presentation

This module is designed to give participants information about modifying workshops and practice in doing so. It introduces the force field problem solving technique which is a thought process for participants to use when considering implementing a modification. More information on this technique can be found in Preparing Educational Training Consultants: Skills Trainers Workshop, Northwest Regional Educational Laboratory, Portland, Oregon, 1974, and RUPS: Research Utilizing Problem Solving, Northwest Regional Educational Laboratory, Portland, Oregon, 1973.

The participants apply the modification principles presented in mini-lecture during role plays. They are asked, as a group, to list their three "biggest fears" as facilitators. They then divide into three groups and plan a role play in which their "biggest fear" happens. They also discuss methods to modify the role play to alleviate the problems that occur when the "biggest fear" happens. For example, if one of the three "biggest fears" is a hostile group of workshop participants, a group would develop a role play in which a facilitator would be presenting to such a hostile group. They would also discuss methods the facilitator could use to modify that situation that would alleviate the problem. This role playing experience gives participants the opportunity to experience what they fear most, as a facilitator, in a relatively protected environment. It will also allow them to develop some techniques for alleviating or solving the problems the fear causes, and to practice the process of modifying workshop sessions.

When the participants are preparing their role plays, the facilitators should circulate among the groups. They should make sure the participants are using the force field technique for developing modifications to solve the problems that will occur during the role plays.

The facilitators should do a demonstration of a "biggest fear" role play and discuss it. This will illustrate for the participants what they are to do during the activity. One demonstration activity is included in the Activity Notes, but another may be substituted if the facilitators so desire.

During each role play, and the discussion following it, the members of the other two groups who are not presently participating and the facilitator should observe the communication skills being used by the role players. They should also complete an observation form for each group. After the discussion of the role play is completed, the observers should discuss what they recorded on their forms.

This activity is long and somewhat complicated to facilitate. The facilitator should read the Activity Notes carefully.

Objective of the Module

The participants will be able to role play a situation which portrays their greatest fear as a facilitator and develop at least three modifications for the situation, using the principles discussed in the mini-lecture.

Materials Needed for the Module

Facilitator Materials

Activity Notes

1 transparency divided into two columns. One column should be labeled "Forces For" and the other, "Forces Against"

1 role play for the demonstration

Several pages of newsprint divided into two columns. One column should be labeled "Greatest Fear" and the other, "Solutions"

1 clicker for the role plays

3 copies of Observation Form I per facilitator

Marking pens

Overhead projector

Blank transparencies

Participant Materials

1 copy of Planning, Conducting and Evaluating Workshops per participant

1 copy of "Elements to Consider When Designing a Workshop" per participant

1 copy of Activity Sheet VII per participant

1 copy of the Force Field Form for each group

1 copy of Task Sheet 1 for Group I

1 copy of Task Sheet 2 for Group II

1 copy of Task Sheet 3 for Group III

2 copies of Observation Form I per participant

Time Needed to Complete the Module

Approximately two hours to two and one-half hours is needed to complete this module.

ACTIVITY NOTES

Activity Notes for Module VII: How to Modify an In-Service Presentation

1. Many times a workshop needs to be modified. It can be well designed and well planned, but sometimes things just happen that demand modification.

2. Let's brainstorm reasons for modifying an activity.

(RECORD RESPONSES ON A TRANSPARENCY. IF THE FOLLOWING ARE NOT SUGGESTED, THE FACILITATOR SHOULD MENTION THEM:

a. To serve a different purpose or objective.

b. To serve additional objectives.

c. To increase or decrease emphasis on a particular issue or skill.

d. To comply with time or space requirements.

e. To allow for different grouping of the participants and/or facilitators.

f. To reflect the theoretical bias of the facilitator.

g. To call more attention to a theoretical construct or skill.

h. To make an activity more complete, i.e. include a segment where participants talk about applying a skill they learned to their back-home situation.

i. To provide for individualization.)

3. Are there any additional reasons for modifying an activity?

4. Please take twenty minutes to read pages 235-241 in <u>Planning, Conducting and Evaluating Workshops</u> for suggestions of workshop elements that can be modified. Then, read the article, "Elements to Consider When Designing a Workshop." Also, if time permits, skim pages 123-146 in <u>Planning, Conducting and Evaluating Workshops</u>.

(DISTRIBUTE THE ARTICLE, "ELEMENTS TO CONSIDER WHEN DESIGNING A WORKSHOP." ALLOW TWENTY MINUTES FOR PARTICIPANTS TO READ THE ASSIGNMENT AND THEN CALL THE GROUP TOGETHER. RECORD THE IMPORTANT ASPECTS OF THE FOLLOWING DISCUSSION ON A BLANK TRANSPARENCY.)

5. Consider these aspects when you are making a modification in a workshop. First, ask yourself if the modification in any way changes the goals and objectives of the workshop. If it does, you will either have to change the goals and objectives or select another modification.

6. Second, does the modification accomplish what you want?

7. The third aspect to consider is whether the modification affects any of the activities in the succeeding modules. If it does, will it cause a "multiplier" effect which could result in a complete re-designing of the workshop? If so, is the initial modification worth it, or would another one cause less of a "multiplier" effect?

8. Last, try to make only one modification at a time. One reason for this is that if you make two modifications and the activity is successful, you don't really know what caused the success. Was it one of the individual modifications, the combination of the two, or what?

   Also, if you're making too many modifications at once, things may become very confusing for you and the participants.

9. When you make a modification, it is important to write down precisely what you are doing. You may want to incorporate these modifications into future workshops or remember them if a similar situation arises. Modifications need not be a negative reflection on yourself or your workshop. Every group is different and has different needs and styles of learning. Modifications are a necessary part of most workshops. An effective facilitator is one who is flexible enough to change a workshop to meet the needs of the participants.

10. You will probably come up with several modifications for each situation that needs to be modified. In order to determine which one is best, use the force field problem solving technique.

11. For each possible modification, write down all the reasons why it might be successful and all the reasons why it might not be successful.

12. Then, examine the reasons you have listed. You might have three reasons for selecting it and ten for not selecting it. However, the three reasons for selecting the modification might be very strong ones, and the ten reasons against the modification may be inconsequential ones that can be ignored.

13. Don't select or reject a modification just because of the number of reasons for or against it. Look at each one of those reasons and make a decision about how strong a force they are, and how difficult it would be to ignore them.

14. Let's go through an example using the force field technique. Let's say the group that I am a facilitator for is very apathetic. I want to spark their interest. One modification I am considering is to play an educational game with them that will teach them a skill but do it using a game format.

15. What are some forces for or against making that modification?

(PUT A TRANSPARENCY ON THE OVERHEAD THAT IS DIVIDED INTO TWO COLUMNS. AT THE TOP OF THE TRANSPARENCY, WRITE "LEARNING GAME." AT THE TOP OF THE LEFT COLUMN, WRITE "FORCES FOR" AND AT THE TOP OF THE RIGHT COLUMN, WRITE "FORCES AGAINST." THE FACILITATOR SHOULD BEGIN THIS DICUSSION BY WRITING SOME OF THE FORCES FOR AND AGAINST THAT HE HAS DEVELOPED ON THE TRANSPARENCY. THEN ELICIT RESPONSES FROM THE PARTICIPANTS.)

16. One force for using this modification is that my past experience with this game has shown that it really gets a group moving. Another force for is that I know how to conduct this game.

(THE FACILITATOR MAY LIST ONE OR TWO MORE FORCES FOR USING THE MODIFICATION.)

17. A force against this modification is that I don't have the materials readily available. Another force against it is that I may spark the interest of the group momentarily, but this activity won't give me any information about why the group is apathetic.

(THE FACILITATOR MAY LIST ONE OR TWO MORE FORCES AGAINST USING THE MODIFICATION.)

18. Do any of you have additional forces for or against using this modification?

(RECORD RESPONSES ON THE TRANSPARENCY.)

19. Now let's look at these forces for and against and decide which are the strong ones that can't be easily ignored.

(THIS DECISION WILL DEPEND ON THE FORCES THAT ARE LISTED FOR AND AGAINST ACCEPTING THE MODIFICATION. IF JUST THE EXAMPLES GIVEN IN <u>16</u> AND <u>17</u> ARE USED, THE DECISION WOULD BE TO <u>NOT</u> ACCEPT THE MODIFICATION. THE FORCES LISTED AGAINST ACCEPTING THE MODIFICATION ARE MUCH STRONGER AND CAN LESS READILY BE IGNORED. TRY TO INVOLVE THE GROUP IN THIS DECISION AND TO GET GROUP CONSENSUS ON WHETHER OR NOT THEY WOULD ACCEPT THE MODIFICATION.)

20. What we are trying to do by using this technique is to systematically decide if we should accept or reject a modification. This technique helps us identify all the forces working against the modification's successful implementation. If we can identify these ahead of time, we can also determine ways to neutralize them. Then, if we do implement the modification, we can be fairly sure it will succeed.

21. We are trying to eliminate "hit or miss" decisions to change an activity because a new idea sounds good.

22. We are also trying to give you a procedure to use when you are under pressure. If, for example, the group is hostile towards you, and you want to modify an activity in the hope that it will decrease the group's hostility, you don't want to make a mistake and select an inappropriate modification. All that will do is probably increase, rather than decrease, the group's hostility.

23. Since there are many potentially appropriate modifications, it is especially necessary to use the force field problem solving technique to determine the best one. If you are co-facilitating a workshop and you want to make a modification, involve your co-facilitator in the process. The more views you have about a modification, the more assured you are of selecting an appropriate one.

24. Any questions or comments?

25. We are going to practice making modifications in workshops. We will ask you to identify your "greatest fear" as a facilitator. We will then ask you to role play a workshop situation where your "greatest fear" arises and to modify that situation. Let's say your "greatest fear" was that the group would be hostile. We will ask you to role play a situation where you are teaching a workshop group that is hostile. We will then ask you to modify that situation to reduce the group's hostility.

26. It is natural that facilitators worry about certain events that may or may not happen when they are conducting a workshop. Different people have different fears, but it is interesting to note that many of us share common fears.

27. Let's bring some of your biggest fears out into the open. What do some of you fear may or may not happen when you are conducting a workshop?

(RECORD THE GROUPS "BIGGEST FEARS.")

28. Now that we have a list of fears, let's choose three of these as the most common or most "frightening" fears. We'll vote for each and the three with the highest number of votes will be the ones that we'll discuss. You may vote three times.

(HAVE PARTICIPANTS VOTE BY RAISING THEIR HANDS FOR THEIR THREE BIGGEST FEARS. TALLY THE NUMBER OF VOTES FOR EACH FEAR ON THE NEWSPRINT.)

29. Of these three fears, select the one you would most like to work on. Let's make the groups contain an equal number of participants.

(AFTER THE PARTICIPANTS ARE IN THREE EQUAL GROUPS, HAND OUT ACTIVITY SHEET VII AND EXPLAIN THE ACTIVITY.)

Activity Sheet VII

1. Your group will role play their biggest fear.
2. You will be given a specific task to teach to the large group.
3. Choose one person to be the facilitator.
4. Choose two people to be co-facilitators.
5. The rest of your group will be in the audience. Those people should determine specific behaviors that they will exhibit during the role play.
6. Take about twenty minutes to prepare your role play. Your whole group should help to:
   a. Determine how the role play should be conducted, (i.e. what will the facilitator do, what will the "plants" in the audience do?).
   b. Determine what modifications could be implemented to solve the problems that occur during the role play.
   c. Complete the Force Field Form by listing reasons for and against each possible modification.
7. Present the role play to the large group.
   a. The facilitator will begin to present his lesson.
   b. The co-facilitators will remain with the facilitator at the front of the room, but they will not assist with teaching the lesson.

...continued next page

c. The "plants" in the audience will play their roles.

d. When a problem situation arises, one of the co-facilitators will click the clicker, and the action will stop.

e. The co-facilitators will then tell the large group what problem is occurring (i.e. they are throwing tomatoes at the facilitator), and tell the group what they think is the most appropriate modification for the problem.

f. They will then ask the large group if they agree or if they have a better idea. Next, they will discuss with the group some of the forces for and against each modification suggested, including the one they suggested.

g. After consensus is reached on the most appropriate modification, the role players will continue the role play and incorporate the modification into it.

h. The above steps should be repeated for each problem situation that occurs during the role play.

8. Use communication skills, such as paraphrasing, perception checks, etc., in the role play and discussions of the modifications.

30. In this activity, we are going to role play our three biggest fears. This will give us an opportunity to practice some of our communication and problem solving skills.

31. As the Activity Sheet explains, you will be given a specific task to teach to the large group.

(GIVE EACH GROUP TASK SHEETS 1, 2, OR 3.)

32. You will need to choose one person to assume the role of the facilitator and two people to be the co-facilitators. The co-facilitators will not teach the lesson. They are there to stop the role play, when a problem situation arises, by clicking the clicker.

33. The remaining members of your group will be "plants" in the audience. Each "plant" should have a specific role to play that corresponds to problems of your "biggest fear." For example, if your "biggest fear"

is a group of participants that are hostile, those people will play roles of hostile participants.

34. When determining solutions to the problems, remember to use the force field technique. On the form, list reasons for and against each modification, and choose the most appropriate one.

(HAND OUT ONE FORCE FIELD FORM TO EACH GROUP.)

35. The object of this activity is to simulate your "biggest fear" in a less threatening environment than the "real thing." It will provide you with an opportunity to develop techniques for solving some of the problems surrounding your "biggest fear." Try to remember that this is a problem-solving session and try to make it as realistic as possible.

36. The two groups that are not presenting will be asked to record all of the communication skills being used. Record them on this form. We will discuss your observations after each group has presented. Some of us will also be observing.

(DISTRIBUTE TWO COPIES OF OBSERVATION FORM I TO EACH PARTICIPANT, AND EXPLAIN HOW TO COMPLETE IT.)

37. Before you prepare your role plays, we will demonstrate the process. One of our "biggest fears" is to be working with an uncooperative co-facilitator. We will assume that we have already had our twenty minute planning period, where we decided what behaviors the "plant" in the audience would exhibit, and selected some modifications we could make in our role play when the problems occurred. In that planning session, we would have also completed a force field for every modification we thought of.

(THE FACILITATORS SHOULD ROLE PLAY A SITUATION IN WHICH ONE PERSON PLAYS THE FACILITATOR, ONE PLAYS THE UNCOOPERATIVE FACILITATOR, AND ONE PLAYS THE BACK-UP OR "CONSULTING" FACILITATOR. THE "LEAD" FACILITATOR IS TEACHING A LESSON ON WRITING BEHAVIORAL OBJECTIVES. THE UNCOOPERATIVE FACILITATOR IS UNCOOPERATIVE AND SHOWS HIS DISAGREEMENT BY SHAKING HIS HEAD AND ROLLING HIS EYES, READING A MAGAZINE, SAYING TO A PARTICIPANT, "HOW CAN HE SAY THAT, THAT'S NOT RIGHT.", AND REFUSING TO PARTICIPATE.)

SOME TECHNIQUES TO SOLVE THIS PROBLEM ARE: a) GIVE HIM MORE RESPONSIBILITY TO MAKE HIM FEEL IMPORTANT, b) GIVE PARTICIPANTS A BREAK AND CONFRONT HIM, c) IGNORE HIM, d) ASK HIM FOR HELP OR FOR HIS OPINION, ETC.

AFTER THE UNCOOPERATIVE CO-FACILITATOR EXHIBITS SOME "UNCOOPERATIVE BEHAVIOR," THE BACK-UP FACILITATOR SHOULD CLICK THE CLICKER TO STOP THE

ROLE PLAY. HE SHOULD SUGGEST ONE OF THE MODIFICATIONS THAT ARE LISTED WHICH MIGHT SOLVE THE PROBLEM. HE SHOULD ASK THE PARTICIPANTS IF THEY CAN SUGGEST OTHER MODIFICATIONS. IF THEY DO, HE SHOULD ASK THEM TO THINK OF THE FORCES FOR AND AGAINST EACH MODIFICATION, INCLUDING HIS OWN. THE GROUP SHOULD REACH CONSENSUS ON WHICH MODIFICATION IS MOST APPROPRIATE. THE ROLE PLAY SHOULD RESUME BY INCORPORATING THE MODIFICATION. HOWEVER, THE MODIFICATION SHOULD BE NOT SUCCESSFUL WITH THE UNCOOPERATIVE FACILITATOR AND HE SHOULD CONTINUE TO BE UNCOOPERATIVE. THE BACK-UP FACILITATOR SHOULD AGAIN CLICK THE CLICKER AND STOP THE ROLE PLAY. HE SHOULD THEN REPEAT THE SAME PROCESS FOR REACHING CONSENSUS ON A MODIFICATION. THIS MODIFICATION SHOULD BE SUCCESSFUL IN DECREASING THE CO-FACILITATOR'S UNCOOPERATIVE BEHAVIOR.

IF THE GROUP FAILS TO MENTION OTHER MODIFICATIONS, THE BACK-UP FACILITATOR SHOULD ASK THEM TO DISCUSS THE FORCES FOR AND AGAINST THE ONE HE SUGGESTED.

AT THE END OF THE DEMONSTRATION ROLE PLAY, THE FACILITATOR SHOULD RECORD THE "BIGGEST FEAR" AND SOLUTIONS FOR IT ON NEWSPRINT IN THIS FORMAT:

Biggest Fear	Solutions

.)

38. Any questions or comments about this activity?

39. Take about twenty minutes to prepare your role plays. If you need any "props", feel free to improvise.

(THE FACILITATORS SHOULD CIRCULATE AMONG THE PARTICIPANTS AS THEY ARE PREPARING THEIR ROLE PLAYS. THEY SHOULD ENCOURAGE THEM TO USE THE FORCE FIELD TECHNIQUE WHEN DECIDING ON SOLUTIONS TO THE PROBLEMS THAT MAY OCCUR. AFTER TWENTY MINUTES, BEGIN THE ROLE PLAYS. EACH ROLE PLAY SHOULD TAKE ABOUT FIFTEEN MINUTES. AFTER EACH ONE, CONDUCT A GROUP DISCUSSION. DURING IT, ASK THE ROLE PLAYERS TO RECORD ON NEWSPRINT THE "BIGGEST FEAR" THEY WERE ROLE PLAYING AND SOLUTIONS TO IT. ALSO ASK THE PARTICIPANTS, WHO WERE OBSERVING FOR COMMUNICATION SKILLS, TO STATE WHAT THEY OBSERVED.)

40. Let's discuss what occurred during your role play. What solutions seemed to work?

41. What communication skills did the observers note?

(AFTER THE DISCUSSION OF THE THIRD ROLE PLAY IS COMPLETED, CALL THE GROUP TOGETHER.)

42. In this module, we have tried to provide you with an opportunity to role play your "biggest fear" as a facilitator and to practice modifying in-service sessions.

Hopefully, if you do run into a situation where your "biggest fear" occurs, you will have some ideas about how to solve the situation. Remember also that the modification principles we have been discussing are applicable to all situations. So, if your "biggest fear" changes, or any of the other reasons for modification that we mentioned before occur, use the same force field process to determine the most appropriate modification.

43. Any questions or comments?

PARTICIPANT MATERIALS

ELEMENTS TO CONSIDER WHEN DESIGNING A WORKSHOP

These are some elements that should be considered when designing a workshop. They will affect all aspects of the workshop.

I. The goals and objectives of the workshop must be clearly stated.

   A. They should be based on the priorities of the participants, if possible.

   B. The participants should be told what the goals and objectives are.

      1. A memo explaining the purpose, goals and objectives of the workshop can be sent to the participants before the workshop.

      2. The goals and objectives can be read to and/or distributed to the participants at the beginning of the workshop.

II. Consider the participants who will be attending the workshop as you design it.

   A. Do they understand the purpose, goals and objectives of the workshop?

   B. What previous exposure have they had to this material?

      1. How will you find out what their exposure has been?

      2. How will you individualize the workshop for those who have had more exposure than others?

   C. How familiar are the participants with each other?

      1. How will this affect the group?

      2. Will you need to design specific activities that will help the participants get to know one another?

   D. How many will be able to attend?

      1. How many can attend and not affect the workshop design?

      2. How many can attend and still allow the facilitator to provide them with individual help when they need it?

      3. How many can the facility you have selected accomodate?

   E. What opportunity is there for follow-up experiences?

F. What are the norms of the participants?

1. Is it a norm that at a workshop they sit quietly and don't participate?

2. Is it their norm to work individually rather than in small groups?

3. The norms of the facilitator may or may not be congruent with the norms of the participants. The facilitator needs to be aware of this and modify the design of the workshop and/or his/her style accordingly.

G. What is their preference concerning the length and location of the workshop?

III. The length and timing of the workshop should be considered.

A. How much actual time do the participants have to attend a workshop?

B. How much of this time are they willing to devote to attending a workshop?

1. There is a difference between how much time the participants have and how much they are willing to give.

2. If the workshop takes up more time than they are willing to give, chances are that some of them will be hostile about attending.

3. Because of this difference, between actual time available and time willing to give, it is necessary to ask the participants about their time committments and not their supervisors who may only consider actual hours.

C. The length of the workshop is also important to consider because different types of activities may have to be designed if the workshop is one or three days long.

1. There are advantages and disadvantages to workshops of more than three days.

2. Weigh these before making a decision about the length. Some things to consider when you're making this decision are:

a. the content you are presenting

1. this is probably the most important consideration. Some material is easier to divide into short, one day workshops or two or three hour long workshops than others.

2. If you are doing a series of workshops and dividing them into many mini-workshops, you will need to design several transition activities to be sure the participants understand how it all fits together.

b. the participants who are attending

1. how much time can they commit?

2. what is their preference as to length of the workshop?

D. When deciding the date(s) of the workshop, remember the timing issue. Do not schedule it right before or after some major event that most of the participants will be involved in.

The following elements need to be considered when you are designing the content of the workshop or negotiating with a consultant to do so.

IV. Use locally relevant content if possible.

A. The more closely the content parallels what the participants ordinarily face in their work, the more successfully they will usually be in learning the skills while at the workshop and generalizing them to their back-home situations.

V. Find some method for involving every participant in the workshop.

VI. A sequence of events should be evident in the design of the workshop.

A. Every component of the workshop design should fit into an ordered scheme that results in the attainment of the workshop goals.

B. The activities within an inservice module should also fit into an ordered scheme that results in the attainment of the objectives of the module.

VII. The activities, and the method in which they are presented, should vary to prevent boredom.

A. They should be conducted at a pace that is fast enough to prevent boredom and passivity.

1. However the facilitator must be sensitive to how quickly the participants learn the skills and their fatigue levels and adjust the pace accordingly.

B. The pace of the workshop also needs to be adjusted to include time for processing the information presented at the workshop.

VIII. The workshop design must be able to be modified. In other words, the design and those who implement it need to be flexible in order to accomodate the needs of the participants.

(Use in Activity VII)

Force Field Form

Modification:________________________________

+ Forces For	- Forces Against

Modification:________________________________

Modification:________________________________

Task Sheet 1

Your task is to teach the group to write a check. These are the steps that the group needs to learn to do to complete the task:

1. Find the check book.
2. Open the check book.
3. Get a pen.
4. Write the current date in its proper place.
5. Write the "payees" name on designated line.
6. Write in amount of check in numerals on designated line.
7. Write in amount of check in number words on designated line.
8. Write the signature of payer on designated line.

(Use in Activity VII)

Task Sheet 2

Your task is to teach a lesson on How to Buy Self-Serve Gas. These are the steps that the group needs to learn to do to complete the task:

1. Park parallel to gas pump of your choice.
2. Turn ignition switch to "off" position.
3. Remove nozzle from holder on pump.
4. Turn pump switch to "on" position.
5. Carry nozzle to your car.
6. Remove gas cap from car.
7. Insert nozzle into gas tank opening.
8. While holding nozzle in opening, squeeze trigger on the nozzle.
9. Release trigger when desired amount of gas is in the tank.
10. Remove nozzle from opening.
11. Replace gas cap.
12. Carry nozzle to pump.
13. Turn pump switch to "off".
14. Return nozzle to holder.

Task Sheet 3

Your task is to teach the group How to Make Waffles. These are the steps the group needs to learn to do to complete the task:

1. Heat grill until light goes off indicating it is at the right temperature.
2. Prepare mixture according to directions on the box.
3. Beat mixture by hand.
4. Oil grill.
5. Pour one cup of mixture on the grill.
6. Put lid down tightly.
7. Watch for light to go off.
8. Set controls.
9. Remove waffle from grill.

(Use in Activity VII)

Observation Form I

1. Listen to the conversation.
2. Make a tally mark each time someone uses a paraphrase, perception check, etc. Also, jot down a few words of the statement that included the paraphrase, perception check, etc., and who said it.
3. Do this during the role play and the discussion about which modification to select.
4. We will then discuss your observations.

	Tallies	What was Said	Who Said It
Paraphrase			
Perception Check			
Behavior Description			
Description of Feelings			

ACTIVITY SHEETS

1. Your group will role play their biggest fear.
2. You will be given a specific task to teach to the large group.
3. Choose one person to be the facilitator.
4. Choose two people to co-facilitators.
5. The rest of your group will be in the audience. Those people should determine specific behaviors that they will exhibit during the role play.
6. Take about twenty minutes to prepare your role play. Your whole group should help to:
   a. Determine how the role play should be conducted, (i.e. what will the facilitator do, what will the "plants" in the audience do?).
   b. Determine what modifications could be implemented to solve the problems that occur during the role play.
   c. Complete the force field form by listing reasons for and against each possible modification.
7. Present the role play to the large group.
   a. The facilitator will begin to present his lesson.
   b. The co-facilitators will remain with the facilitator at the front of the room, but they will not assist with teaching the lesson.
   c. The "plants" in the audience will play their roles.
   d. When a problem situation arises, one of the co-facilitators will click the clicker, and the action will stop.
   e. The co-facilitators will then tell the large group what problem is occuring (i.e. they are throwing tomatoes at the facilitator), and tell the group what they think is the most appropriate modification for the problem.
   f. They will then ask the large group if they agree or if they have a better idea. Next, they will discuss with the group some of the forces for and against each modification suggested, including the one they suggested.

...continued next page

g. After consensus is reached on the most appropriate modification, the role players will continue the role play and incorporate the modification into it.

h. The above steps should be repeated for each problem situation that occurs during the role play.

8. Use communication skills, such as paraphrasing, perception checks, etc., in the role play and discussions of the modifications.

FACILITATOR NOTES

Facilitator Notes for Module VIII: Presenting In-Service Training Materials

Activity Sheet VIII and the in-service modules you are preparing the workshop participants to teach should be distributed to them the day before this activity is to occur, so they will have time to read the material. The participants should also be asked to re-read the article "Elements to Consider When Designing a Workshop" that was distributed to them in the previous module. They should be asked to prepare questions about it pertaining to the in-service materials that were distributed to them. If you do not distribute the materials the day before, give them about one hour to thoroughly study the material before beginning this activity.

If you are teaching the participants to facilitate a workshop that has many sections to it, such as Informal Diagnosis and Prescriptive Programming: A Workshop, let the participants select the modules they wish to study for this activity. Find out which ones they want to study during the initial needs assessment or sometime after they have had an opportunity to become familiar with the in-service material. Write the names of these modules on the activity sheet before distributing it.

Many of the comments regarding presenting in-service material that the facilitator is told to mention refer specifically to the modules in Informal Diagnosis and Prescriptive Programming: A Workshop. However, all of these points are applicable to any kind of in-service training and can be adapted if you are teaching the participants to conduct other workshops.

When the facilitators are presenting this information, one facilitator may be responsible for all of it, or the facilitators can present it in a panel format with each one presenting different segments. Besides conveying information, this will illustrate another method of presenting material. You may want to duplicate some of the information in the Activity Notes and distribute it as a handout at the end of the module.

At the end of the module the participants are asked to comment on the facilitator roles and behaviors they saw exhibited during this activity. They are also asked to state what effects these roles and behaviors had on them. It is important for the facilitator to remain objective during this discussion and not to become defensive. Besides reinforcing the skills learned in the first part of the workshop, this discussion can provide the facilitator and participants with valuable information regarding the effect of facilitator behaviors on the group.

Objective of the Module

The participants will be asked to read in-service training materials that they may present to others at some time and prepare at least three questions about them.

Materials Needed for the Module

Facilitator Materials

Activity Notes

Blank transparencies

1 transparency divided into three columns

Overhead projector

Marking pens

Participant Materials

1 Activity Sheet VIII per participant

1 set of in-service training materials per participant

1 copy of "Elements to Consider When Designing a Workshop" per participant

Time Needed to Complete the Module

Approximately forty-five minutes is needed to complete this module, if the participants have read the in-service materials and article before this activity begins. If they have not, the activity takes two hours to complete.

ACTIVITY NOTES

Activity Notes for Module VIII:
Presenting In-Service Training Materials

(ASK THE PARTICIPANTS TO FORM A LARGE GROUP.)

1. Please find the three modules we previously asked you to read and the article, "Elements to Consider When Designing a Workshop."

2. During this activity we would like to try to answer questions you may have concerning the modules. We're especially interested in answering questions that will help you when you are teaching these modules to others. We'd like also to discuss with you how some of the elements that were listed in the article you read apply to these modules.

3. Are there any questions?

(THE FACILITATOR SHOULD REFER TO THE ARTICLE, "POINTS TO CONSIDER WHEN PRESENTING IN-SERVICE TRAINING MATERIALS," AT THE END OF THE ACTIVITY NOTES. IF THE TOPICS MENTIONED IN THAT ARTICLE ARE NOT STATED DURING THE DISCUSSION, THE FACILITATOR SHOULD MENTION THEM. HE MAY RECORD IMPORTANT POINTS ON A TRANSPARENCY, IF HE WISHES TO DO SO.)

4. What elements that are mentioned in the article, "Elements to Consider When Designing a Workshop," did you find in the modules?

(IF THE FOLLOWING INFERENCES ARE NOT DRAWN BETWEEN THE ARTICLE AND THE MODULES BEING USED IN THIS ACTIVITY, THE FACILITATOR SHOULD MENTION THEM. THE ROMAN NUMERALS IN THE FOLLOWING NOTES CORRESPOND TO THOSE IN THE ARTICLE. THE FACILITATOR MAY RECORD IMPORTANT POINTS ON A TRANSPARENCY.)

I THE GOALS AND OBJECTIVES OF THE WORKSHOP MUST BE STATED CLEARLY.

A. The objectives for this workshop and the informal diagnosis and prescriptive programming workshops are listed in the "Facilitator Notes" in every module.

B. You could send a memo to the workshop participants before the workshop which lists the purpose and objectives.

C. Another method for letting the participants know what the workshop objectives are is the one used during this workshop. The objectives were distributed to you at the beginning and discussed if they were appropriate or not for this workshop.

1. If you use that procedure, you must be ready to modify the workshop design if the participants don't agree with some of the objectives.

2. By being willing to share the objectives with the participants and being ready to modify the workshop, if they think some objectives are inappropriate, you are involving them in the workshop. This usually increases their commitment to it because they feel they have had something to say about how the workshop proceeds.

II CONSIDER THE PARTICIPANTS WHO WILL BE ATTENDING THE WORKSHOP AS YOU DESIGN IT.

A. Determine their previous exposure to the material with some kind of needs assessment and/or pretest.

1. The facilitators' workshop and the informal diagnosis and prescriptive programming workshops use both procedures.

2. We individualize for the participants, based on the results of the needs assessments and tests, in many different ways.

a. We will examine methods for individualizing and modifying the informal diagnosis and prescriptive programming modules in a future activity.

B. How familiar the participants are with one another will affect how the group interacts.

1. If they know each other and are comfortable with each other, they are more likely to ask questions, join in group discussions, and practice the new skills. They are able to do this because they don't feel as threatened as they would if they weren't acquainted with one another.

2. One way to help participants get to know one another is through "warm-up activities." We do these in both informal diagnosis and prescriptive programming workshops and this one. An example of a warm-up activity was when you wrote five sentences that began with "I", pinned them onto your chest, went up to others, read their sentences, and answered questions about your own.

C. When you are conducting an informal diagnosis and prescriptive programming module or workshop, we recommend having no more than thirty people attend at one time.

1. The noise level becomes too high if there are more than thirty.

2. The amount of handouts to copy and organize would be overwhelming.

3. It is sometimes difficult to find a room that will accommodate this number. Although there are only thirty people, you will need space for about fifty because the dyads need room to spread out so they are not "on top of each other" when they are working.

D. It is recommended to have one facilitator for every eight to ten participants.

1. If you have a higher participant-facilitator ratio, the facilitator will not be able to give as much individual help to the participants.

   a. This may mean you will have to conduct several workshops instead of one big one. Giving individual help to the participants is the only way you can be sure they are understanding what you are teaching.

      The facilitator's individual assistance is one of the main assets of these workshops.

2. You may have to lower the facilitator-participant ratio if you are teaching participants with very few skills or if you are teaching participants who will eventually be facilitators, and you want to insure quality training.

3. The usual rule of thumb is the "more facilitators the better" but this has its limits, too.

   a. You can reach a point where there are so many facilitators that there is mass confusion because everyone is trying to be the "lead facilitator" and they are falling over each other in their attempts to help the participants.

   b. Also, if there are quite a few facilitators, it can overwhelm the participants.

   c. It may be difficult in the planning stage of the workshop to work with many facilitators.

E. What opportunity is there for follow-up experiences?

1. After you have taught the initial informal diagnosis and prescriptive programming workshop, there is the two day follow-up workshop.

   a. This should be presented only after the participants have had a chance to practice the skills they learned in the first workshop in their back home situations.

   b. It is usually recommended to conduct the follow-up workshop two months after the first one.

2. Other ways to reinforce informal diagnosis and prescriptive programming skills are:

   a. Have periodic meetings to discuss problems the participants may be having when implementing the skills and possible solutions to these problems.

   b. Practice these skills with them every time you and one of them are working on a case together. For example, if you and a teacher are trying to diagnose a child's problem, don't revert to just using formalized tests. Together, you and the teacher should do an error pattern analysis of some of the tests the child has taken.

   c. Distribute handouts a few weeks after the workshop that summarizes each of the in-service modules that was presented.

   d. Start files of task analyses, systematic inquiries, learning sequences, and other skills you have taught that the teachers can contribute examples to.

F. The norms of the participants need to be considered when you are designing the workshop.

1. Some norms will already be present and you won't be able to change them during the few days of your workshop.

   a. If the norm is a strong one, incorporate it into your design. For example, if the norm is to work in groups of three or four rather than two, let the participants do it whenever possible.

2. As a facilitator, try to follow the norms of the group you are working with.

   a. For example, if their norm is to start the workshop promptly at 8:00 a.m. and finish at 4:00 p.m., do so.

   b. If their norm is to wear suits and ties, don't wear jeans and a t-shirt.

      1) This doesn't mean you need to compromise your values. What you are doing is making yourself "presentable" to the participants. They are more likely to pay attention to what you are saying if you are dressed like them, speak like them, etc. Otherwise, they can become so focused on the differences that exist between you and them that they can't hear what you're saying.

3. As the facilitator, you can establish some workshop norms yourself.

   a. Some of these may be not to treat any participant's question as being "too dumb" to answer.

   b. Another might be that the participants can go for coffee whenever they wish.

4. Some of these norms can be established when you're telling the participants the "ground rules" at the beginning of the workshop.

5. Others, especially the negative norms that can be established just as easily as positive ones, are established subtly.

   a. For example, the tone of voice the facilitator uses when answering questions or the method used to teach the material can establish norms in a very subtle way. These norms can be just as strong and powerful as those set in a very straightforward fashion.

II THE LENGTH OF THE WORKSHOP IS FLEXIBLE BECAUSE IT CAN BE PRESENTED IN SEVERAL DIFFERENT TIME FORMATS.

A. The modules can be presented in one five-day workshop or in ten "mini" workshops with one module presented at each.

B. They can also be presented in two two and one-half day workshops.

   1. Informal diagnosis can be taught during the first two and one-half days and prescriptive programming during the latter.

C. If you do present the modules, either individually or in two two and one-half day segments, work on your transitions between modules or segments.

   1. Make sure when you start each module that you review the previously presented one and show how the two fit together.

   2. If you don't do this, people will find it difficult to understand how to implement the informal diagnosis and prescriptive programming process.

   3. When there are time lags between the modules, participants seem to have difficulty seeing the process as a whole.

IV USE CONTENT THAT IS RELEVANT.

A. When you select worksheets or materials to teach task analysis, error pattern analysis and so forth, try to use some that are available in the participants' school systems.

1. It will make the activity more applicable to their back-home situations.

2. You may also want to use some materials or worksheets that you think are especially good and that you want to expose the participants to.

B. You may want to devise your own demonstrations rather than use the ones in the notebook.

1. You might want to use examples from the workbook series the teachers are using in their classrooms.

2. This might help them understand the applicability of the skill you are teaching them to their back-home situation.

C. When you're teaching a skill training workshop, use a concrete example, like a child with a learning problem, as a theme throughout the workshop. This helps the participants see how the skills they are learning are applicable to their back-home situations, and helps them fit the whole process together.

1. In the informal diagnosis and prescriptive programming workshops, Sally is the example that is used.

2. Sally could be "modified" so she was more like a student the participants in the workshop were working with.

a. For example, she could be deaf if you were presenting these modules to teachers of deaf children.

V FIND SOME METHOD FOR INVOLVING EVERY PARTICIPANT IN THE WORKSHOP.

A. One way of doing this is to involve the participants in agreeing on the workshop objectives.

B. Workshop designs which are activity based involve the participants in learning and practicing skills more than workshops where the participants sit and listen to a lecture.

VI THE MODULES OR ACTIVITIES SHOULD BE SEQUENCED.

A. There is a definite sequence to the informal diagnosis and prescriptive programming modules.

1. The sequence they are presented in represents a continuum of activities a special educator would follow to informally diagnose and write prescriptive programs for a child.

2. We've tried to sequence the modules so the shorter, and perhaps easier, ones are interspersed among some that are longer and more difficult.

   a. Defining the Problem is short and easy.

   b. Task Analysis is longer and more difficult.

   c. Error Pattern Analysis is short and easy.

   d. Systematic Inquiry is longer and more difficult.

   e. Discovering What the Child Can and Can't Do and Behavioral Objectives are short and relatively easy.

   f. Learning Methods is longer and more difficult.

   g. Task Analysis of Materials, Matching Learner and Material Characteristics, and Designing Educational Materials are short and easy.

3. It is a little misleading to describe a module as "easy" or "difficult."

   a. A module that is easy for one person may be difficult for another and vice versa.

   b. The difficult modules tend to be so because:

      1) Much new information is presented in them.

      2) They take more time to present.

4. Some modules depend on prerequisite skills that are taught in the modules that precede them in the sequence.

   a. For Systematic Inquiry, Learning Methods, and Task Analysis of Materials, you need to be able to do task analysis.

   b. Learning Methods requires that participants be able to task analyze and write systematic inquiries. They also need the information gathered in the Discovering What the Child Can and Cannot Do and Setting Priorities module.

c. Participants learn the skills in the Matching Learner and Material Characteristics module more easily if they have completed Task Analysis and Task Analysis of Materials. However, it is not essential that they complete those two modules before participating in the "matching" one.

B. It is not essential that the modules are presented in the order that they are in the book, but the best learning seems to occur if they are.

VIII IT IS IMPORTANT TO BE FLEXIBLE WHEN PRESENTING THE MODULES.

A. Combine information from several sources to decide if you need to modify the workshop design or not.

1. Listen to what the participants are saying - both verbally and non-verbally.

a. Do they respond to new activities?

b. Do they ask ·estions and join in discussions?

c. What part· ·pant roles do they take?

2. Ask the participants to complete evaluations of the workshop at different points throughout it rather than waiting until the end.

B. If you decide modification is in order, do it. Don't wait until the next time you present the workshop. However, make the modification systematically. Don't just change an activity because a new idea "sounds good."

1. We'll discuss some procedures for systematically modifying workshops in one of the next activities.

C. Don't feel "possessive" about the packets.

1. Don't get defensive if people criticize the modules.

a. Recognize where the criticism is coming from - it may not be the workshop that is upsetting the person but something else.

b. Listen to the criticism - it may be very accurate and helpful.)

5. Let's discuss for a few minutes what procedures were used during this activity.

6. What method were we using to present this activity?

(SUGGESTED RESPONSES: PANEL FORMAT, QUESTION AND ANSWER SESSION, MINI-LECTURES.)

7. We used a combination of methods to present this information because we thought it was the best way to individualize this activity to meet your needs. We wanted to try to answer your specific questions. But, we had some specific information we wanted you to know even if you didn't ask us a question about it. If we had presented just a lecture, we would have had to second guess what your questions were and chances are we would not have been correct.

8. Obviously, these methods depended on you having some information on which to base your questions. You need to have information in order to formulate questions. For example , it would not have worked if we would have begun the Systematic Inquiry module by asking you what you wanted to know about systematic inquiry before we had even defined it for you.

(PUT A TRANSPARENCY ON THE OVERHEAD THAT IS DIVIDED INTO THREE COLUMNS.)

9. What roles do you think the facilitators took during this activity?

(RECORD RESPONSES ON THE TRANSPARENCY IN THE LEFT COLUMN.)

10. What behaviors did you observe the facilitators doing that made you think they were using that style of facilitating?

(RECORD THE RESPONSES IN BEHAVIORAL TERMS IN THE MIDDLE COLUMN.)

11. What effects did these behaviors have on you, the participants?

(RECORD THE RESPONSES IN THE RIGHT COLUMN.)

12. Given that this combination of roles had those effects on you as participants, are there any times in the informal diagnosis and prescriptive programming modules when you think these roles and methods could be used?

13. These are the kinds of questions to ask yourself when you are considering modifying in-service presentations to include different methods. We are going to explore the process of modifying in-service sessions in the next activity.

Points to Consider When Presenting In-Service Training Materials

1. Items pertaining to the role of the facilitator.

   a. The facilitator's interaction with the small groups is important. He/she can then offer assistance, decide if the group is having problems with any of the activities and can often gain a new perspective on the skill being taught by watching others.

   b. The facilitator is a guide - not an expert.

   c. When one facilitator is presenting, the others should be in other parts of the room. It can be overpowering if all the facilitators are at the front of the room watching the participants.

   d. Assign specific responsibilities to each facilitator. Each should be aware of the other's responsibility so he/she can assist if necessary.

   e. One person should be assigned to be the "lead" facilitator for each module. It is his/her responsibility to present the material and collect all the handouts and materials that are needed to conduct the module. It is the responsibility of the other facilitators to assist the lead facilitator by distributing handouts and working with the participants.

   f. If there are several facilitators helping the participants, it is suggested that each facilitator be assigned to a specific group of participants. Do this by assigning facilitators to different sections of the room or assigning them to a specific group or table.

      One should change the responsibilities frequently because some facilitators work best with certain types of participants. One should attempt to pair facilitators and participants which will compliment one another for this will promote the most learning. For example, some facilitators work best with participants who can grasp new learning quickly, and some work well with participants who experience more difficulty with the new concept. Try to utilize the facilitator strengths when making decisions concerning these pairings.

   g. The facilitator should be organized when distributing handouts. Know who is supposed to have what, when. Distribute more than one paper at a time when you can do so. For example, hand out the Activity Sheet, Worksheet, and Recording Sheet all at once.

      It is sometimes suggested that for some modules all the Activity Sheets, Worksheets, and Recording Sheets be stapled together and distributed all at once. This has been tried and the feedback was that receiving all the worksheets at once made the participants feel overwhelmed when they saw all they had to do. Based on the feedback, it was decided not to distribute all the module materials at once. You will probably be able to determine how distributing all the paper at once would affect your group. This may seem like a very small point, but it can have a significant effect on the attitude of the participants toward the workshop.

2. Items pertaining to presenting workshop material.

   a. If you select just one module to present, such as Task Analysis, introduce the session with "Continuum of Services" transparency to show participants how that module fits into the whole process of informally diagnosing and prescriptively programming for a child. Otherwise, they may get the idea that the only technique to use when informally diagnosing and planning prescriptive programs for a child is the one technique you taught.

   b. Summarize what you are teaching often and in different words. This helps the participants "pull it together." It reminds them where they have been and where they are going.

   c. Activity Notes are guides. They show you how the presentation should be sequenced. They should not be read word by word to the participants. Reading to the participants can make them think they are being "talked down to" plus it is a much more boring presentation to listen to.

   d. One "checking" procedure you may want to implement is to ask the participants to turn into you at least one task analysis, error pattern analysis, systematic inquiry recording sheet, or a behavioral objective that they have completed. They should turn this into you while the workshop is still going on - not after it. You can then review this thoroughly to be sure they are learning the skill. When you do this, you may discover some problems people are having that you didn't notice when you were helping the small groups during the module. You will then be able to take this information and use it to modify the workshop to fit the individual's needs. For example, you may find out that some of the participants still can't write a behavioral objective. You could then set up a "help" session for those who wished more practice.

   e. Watch the group of participants when you're doing the demonstrations. If they appear to understand the first demonstration and your second one is a lot like the first, you may want to drop it. Do present it if it illustrates a different technique or a more advanced procedure than the first one.

f. In the Learning Methods module, some participants are confused by the terms "learning method" and "learning principle." The module uses these words interchangeably. There is a slight difference. A principle is a statement of an idea. A method is the procedure for implementing the principle. In other words, a learning principle is a theory, whereas a learning method is the practical, "how to do it," part of the theory.

An example of a learning principle is that increased practice will increase a child's chances of learning a new skill. The learning methods would be to give the child games to play so he can practice the new skill. Another method would be having another child practice the skill with the child having difficulty in a peer tutoring situation.

g. Learning Methods is a long module. Keep it moving at a quick pace. When the participants are writing sequences, don't let them spend too much time writing their objectives or determining prerequisite skills. The important activity is for them to write the script.

3. Miscellaneous items.

a. The best group size for practicing a skill, such as task analysis, is two people. This allows both people to practice the skill. If you have a larger group for this activity, it is too easy for some members to not participate, and they will not learn the skill.

b. Participants are asked to form new dyads because:

1) Each person views task analysis, error pattern analysis, and so forth a little differently. It is good for people to be exposed to as many of these different views as possible.

2) It permits the facilitator to tactfully "break up" groups that are working too slowly or that are hostile, silly, or causing other group problems.

c. You may want to consider buying notebooks for the participants to put all their papers into. Be sure your handouts are duplicated on three hole punched paper or have several paper punches available.

d. If people dislike the term Systematic Inquiry, call the module Systematic Modifications.

e. A number is assigned to every module. The letters indicate subsections, or activities, within the modules. Task Analysis, for example, is module number 2. Activity 2a refers to the first activity presented in the module which is the task analysis card game. The worksheets and recording sheets are also numbered to show the order in which they are presented.

ACTIVITY SHEETS

1. For one of tomorrow's activities, read these in-service modules:

   a.

   b.

   c.

2. Also re-read the article, "Elements to Consider When Designing a Workshop."

3. Prepare questions that you have concerning how to teach these modules to others.

4. During tomorrow's activity, we will discuss your questions and how the elements mentioned in the article apply to these modules.

FACILITATOR NOTES

Facilitator Notes for Module IX:
Evaluating In-Service Workshops

The facilitator for this activity should read pages 269-281 in Planning, Conducting and Evaluating Workshops before presenting this module. It outlines the importance of evaluation, and the four types of evaluation procedures discussed in this module. The facilitator should also read other sources on evaluation and contribute information from these sources to the discussion. Sources specifically on evaluating workshops are difficult to find. Two that contain information on evaluation procedures that can be applied to workshop evaluation are Planning for the Evaluation of Special Education Programs and "Assessing Professional Readiness" in the Spring, 1975, issue of the Review of Educational Research. Refer to the bibliography for more information.

During the small group activity, the facilitator should use Observation Form IX to observe the groups to see what communication skills are being used during group discussions and presentations. The facilitator should list what roles participants are playing and the observable behaviors that describe each role. Following the summary of the activity, the facilitator should discuss the roles and behaviors he observed. Participants should be encouraged to add to this discussion and say how the skills helped or hindered communication.

When the three groups are making their presentations, there are specific points which should be discussed. At the end of the Activity Notes, there are completed copies of Worksheet 1 that the facilitator may use as a reference during the discussion. If the points listed on the worksheets are not discussed during the presentation, the facilitator should mention them. He should also encourage the participants to mention in the discussion other information they have about workshop evaluation techniques.

The facilitator should make available to the participants various workshop evaluation form to examine. He should also point out, as examples, Worksheets 7A and 9 in the Workshop Staff Packet that accompanies Planning, Conducting and Evaluating Workshops.

At the end of this module, participants are asked to complete the "Effective Group Survey" form for the third time. The results should be compiled, compared to the results from the first two times the form was completed, and discussed with the group.

Hopefully, the participants' observations of what is happening in the group will be more similar than the first two times that they completed the form. The facilitator should point out the similarities and differences between the three sets of responses. This discussion can also provide information about modifications that are needed in the workshop.

Since compiling the results takes about twenty minutes, the group may be given a break while the facilitator does it or one facilitator can compile while another teaches the next module.

Objective of the Module

The participants will be able to present four different types of evaluation procedures, list when and how to use them, the advantages and disadvantages of each, and when and how each evaluation technique has been used in previous workshops.

Materials Needed for the Module

Facilitator Materials

Activity Notes

Blank transparencies

Marking pens

1 copy of Observation Form IX per facilitator

A variety of evaluation forms to use as reference material for the participants

2 pages of newsprint for compiling the results of the Effective Group Survey" form

Participant Materials

1 copy of Planning, Conducting, and Evaluating Workshops per participant

1 copy of Activity Sheet IX per participant

1 copy of Worksheet 1 per participant

1 copy of the "Effective Group Survey" form per participant

Time Needed to Complete the Module

Approximately one hour will be needed to complete this activity.

ACTIVITY NOTES

Activity Notes for Module IX: Evaluating In-Service Workshops

1. A major element in planning any workshop is deciding how to evaluate its effectiveness. Evaluation should be continuous through all phases of the workshop. You should critically evaluate the initial planning of the workshop, the actual workshop, modifications of the workshop you make, and even your evaluation procedures.

2. We need to evaluate both the content of the workshop and its process. Content evaluations tell you how much of the content the participants learned. An example of a content evaluation is a pre- and post-test.

3. Process evaluations tell you how the participants felt about the procedures used to present the content. For example, did they think the content presented was relevant, well-organized and interesting.

(RECORD IMPORTANT POINTS ON A TRANSPARENCY.)

4. Evaluation has many purposes.

    a. It tells you how the participants felt about the workshop.

    b. It tells you if you have met your objectives.

    c. It tells you if the participants have learned what you wanted them to. If they have not, you have some data for future workshops you may want to present.

    d. It provides useful data for making modifications of the workshop. These modifications can occur both during and after the workshop.

    e. It tells you how effective the speakers, facilities and exhibits were.

5. Evaluation occurs before, during, and after the workshop. The evaluation forms and procedures need to be established before the workshop.

6. During the workshop, the participants complete the forms. The facilitators usually review the forms then for they may receive some information from them that they can use to modify future workshop activities.

7. After the workshop, the evaluation results are thoroughly reviewed. At this time, more modifications of the workshop are usually made.

8. There are four common types of workshop evaluations which are outlined in <u>Planning, Conducting, and Evaluating Workshops</u>. In order to acquaint you with these, we would like you form three groups, read some material on evaluation and present this material to the large group.

9. Please number off by threes. Now, divide into groups.

(DISTRIBUTE ACTIVITY SHEET <u>IX</u> AND WORKSHEET <u>1</u>.)

Activity Sheet <u>IX</u>

1. Group 1 should read pages 272-274 in <u>Planning, Conducting and Evaluating Workshops</u>.

   Group 2 should read page 275 and pages 278-279.

   Group 3 should read pages 275-278.

2. After your group has read the assigned pages, complete the attached worksheet as a group. Use your communication skills when discussing the evaluation technique.

3. When completing the worksheet include:

   a. Information from the book.

   b. Information from your other experiences with evaluation procedures.

   c. When this type of evaluation has been used in the informal diagnosis and prescriptive programming workshops and in this workshop.

4. As a group, prepare your presentation of the evaluation technique.

5. You will have twenty minutes to read and plan your presentation.

10. After you have finished reading the material in the book, discuss, in your groups, how and when to use that type of evaluation, and the advantages and disadvantages of it. Then prepare a five minute presentation to give to the rest of us. Your presentation should include information that is in the book plus other information you know about from your other experiences with evaluation procedures.

You may use the overhead projector and/or newsprint or any other visual aids you wish.

11. You will have twenty minutes to read the assigned pages and prepare your presentations. Be sure your presentation is complete because the other groups will not have read anything about the evaluation technique you are explaining.

    Use skills such as paraphrasing, perception checks, and so forth in your small group discussions and presentations. During your discussions, we will be observing the skills you are using and the facilitator and participant roles you are playing.

12. Are there any questions?

(EACH FACILITATOR SHOULD BE ASSIGNED TO A GROUP TO OBSERVE WHAT COMMUNICATION SKILLS ARE USED AND WHAT ROLES ARE PLAYED.)

(AFTER TWENTY MINUTES BRING THE GROUP BACK TOGETHER AND ASK EACH GROUP TO PRESENT FOR FIVE MINUTES. ENCOURAGE QUESTIONS AND COMMENTS. CONTINUE OBSERVING THE GROUP FOR THE ROLES THEY ARE PLAYING AND THE COMMUNICATION SKILLS THEY ARE USING DURING THE PRESENTATIONS.)

(CHECK THE COMPLETED WORKSHEETS AT THE END OF THE ACTIVITY NOTES FOR POINTS WHICH EACH GROUP SHOULD EMPHASIZE. THE FACILITATOR SHOULD MENTION THESE IF THE PARTICIPANTS DO NOT.)

13. We have discussed several evaluation techniques. When deciding what kind of evaluation you are going to use you must know what the <u>purpose</u> of your evaluation is. What information do you want? What kinds of learning have been taking place in your workshop? The evaluation method you choose should provide the specific information you desire.

14. It may be that you will decide to incorporate several kinds of evaluation into your workshop. We often use several methods during our workshops.

    a. After each module, we asked you to complete an evaluation form which was your reaction to the organization and relevancy of the module.

    b. A pre- and post test was designed to evaluate the knowledge you gained in particular areas, such as, task analysis and facilitator roles.

    c. We asked you to rate the presentations as to whether or not the objectives of them were met, partially met or not met.

d. Another form of evaluation occurred when you completed "Effective Group Survey" form on several occasions in this workshop. We compared how you completed the form each time to see if the group was more in agreement on what they were observing. We thought that if more agreement occurred it meant the skills we were presenting were being used.

e. After the module on communication skills, we held an informal session with you to discuss how you thought the workshop was going.

f. Another way we, as facilitators, evaluate the progress of the workshop is to meet at the end of every day and discuss how things are going and if changes need to be made.

15. Another type of evaluation which we all use and has not been mentioned is observation. This type of evaluation provides us with feedback which no written or verbal evaluation can provide.

For example, it can provide us with process information as we observe facial expressions, gestures, what people prefer to be with one another, people's non-verbal reactions to comments and so forth. These are key indicators and tell us how a particular activity is going.

It can also provide us with an evaluation of content as we can observe how people are analyzing a task. Observation is an area which cannot be slighted. We could spend an entire workshop just discussing and refining our observation skills.

16. Here are examples of other evaluation forms that were developed for workshops.

(DISTRIBUTE EXAMPLES.)

17. As a summary, let me briefly point out the following:

a. Participant evaluations really can help to improve workshops.

b. Evaluations, based on objectives, tell what a participant <u>can do</u> at the conclusion of a workshop.

c. Impact evaluations require the control of all other variables.

d. You may choose to use a combination of methods, but keep in mind what the purpose is behind the evaluation.

18. As you were discussing and presenting your evaluation method, we took notes on the communication skills you were using and what roles we thought were being played. We'd now like to share these observations with you.

(EACH FACILITATOR SHOULD REPORT WHAT SKILLS AND ROLES HE SAW HIS GROUP USING WHEN THEY WERE DISCUSSING AND PRESENTING THE EVALUATION TECHNIQUE. ONLY OBSERVABLE BEHAVIORS SHOULD BE DESCRIBED. THE NUMBER OF TIMES A SKILL WAS USED COULD ALSO BE INDICATED. AT THE END OF EACH PRESENTATION, THE FACILITATOR SHOULD ASK THE GROUP HE OBSERVED FOR COMMENTS. HE SHOULD ALSO ASK:

a. What communication skills they thought helped or hindered their group.

b. What roles they saw being played in the group.

c. What behaviors they observed in the group.)

(DISTRIBUTE COPIES OF THE "EFFECTIVE GROUP SURVEY" FORM.)

19. Please complete this form again to assess how similar or different our observations of what is going on in the group are. Remember to write on the back the two facilitator and the two participant roles you have most often seen in the group since the last time you completed the form. We will compile the results and compare them to the results from the first two times you completed the form. If you want yours back, put an identifying mark on it.

(THE FACILITATOR SHOULD COLLECT THE FORMS AND COMPILE THE RESULTS. PRINT THE RESULTS ON THE SAME PAGE OF NEWSPRINT THAT THE FIRST TWO SETS OF RESULTS WERE PRINTED ON. AFTER THE RESULTS ARE COMPILED AND PRINTED ON THE NEWSPRINT, CALL THE GROUP TOGETHER TO DISCUSS THEM.)

20. Do you have any questions or comments about these results? Do you, as a group, perceive things differently now than from the first and second times you completed the form? What factors caused or did not cause these changes?

(IF THE PARTICIPANTS DO NOT POINT OUT THE SIMILARITIES OR DIFFERENCES BETWEEN THE THREE SETS OF RESPONSES, THE FACILITATOR SHOULD DO SO.)

21. Based on these results, should any modifications be made in the workshop?

(IF PARTICIPANTS THINK MODIFICATIONS SHOULD OCCUR, ASK THEM WHAT RATING(S) ON THE FORM MADE THEM THINK MODIFICATIONS WERE NECESSARY.)

Evaluation Techniques
Worksheet I

Type of Evaluation Technique	How, When to Use	Advantages	Disadvantages	Examples of ...en Used in Workshops
Evaluation by Objectives	1. Participants demonstrate the behaviors described in the objectives under specified conditions. 2. Assess participants performance against standards specified in objectives. 3. Can be used as a needs assessment for short range planning. 4. May simulate or approximate the way the behavior will be used in real life. 5. Can be used to check learning "fade" at some specified period(s) after the workshop. Used in this way, it can also reinforce the learning. Other evaluation techniques can also be used this way. 6. A very specific kind of evaluation.	1. Provides feedback to participants during the course of the workshop. Therefore, they can keep trying to meet the objectives until they succeed. 2. Can "see" the success of the workshop if the participants can demonstrate the behavior. Can then demonstrate objective, observable success. 3. Flexible - content can be adjusted to meet information needs.	1. Can make facilitator feel uncomfortable asking participant to demonstrate competencies. 2. May be difficult to do with large groups.	1. After every module, participants are asked if the objective of the module was met, partially met or not met. 2. Pre and post tests.

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(Use in Activity IX)

Evaluation Techniques
Worksheet I

Type of Evaluation Technique	How, When to Use	Advantages	Disadvantages	Examples of When Used in Workshops
Feedback from Participants	1. May be used to ask for appraisal of the day's activities. 2. Group may provide a written or verbal appraisal of the day's activities. 3. Used as guidelines for the next day's events. 4. Can designate a special feedback group when the group is too large to ask all individuals. 5. Can ask participants to spontaneously offer comments during the course of learning activities.	1. If completed during the workshop, it gives data before it is too late. 2. If completed during the workshop, one can modify the workshop immediately based on the data. 3. Appraisals which are written can be used as guidelines for the next day's events. 4. Makes participants feel more committed when they are involved in evaluation. 5. Extremely flexible and open to individual input.	1. Participants are afraid of being critical and may give a more positive reaction than they really feel. 2. Data is subjective and validity must be questioned. 3. Hard to summarize.	1. After most modules the participants are asked to judge the relevancy and content of the presentation. 2. After the communications module, the group is asked to tell the facilitators how they think the workshop is going.

Type of Evaluation Technique	How, When to Use	Advantages	Disadvantages	Examples of When Used in Workshops
		6. Easy to gather data. 7. Helps build relationship among the facilitators and participants.		

(Use in Activity IX)

Evaluation Techniques
Worksheet I

Type of Evaluation Technique	How, When to Use	Advantages	Disadvantages	Examples of When Used in Workshops
Impact Evaluation	1. Measures impact of the workshop on participant behavior on the job. 2. Tells how people are applying the principles on the job. 3. Tells whether the principles can be applied on the job. 4. Might tell only whether the behavior did or did not occur, not how it occurred.	1. Tells whether or not your workshop was successful in changing behavior. 2. Yield data for long range planning. 3. It is a direct, straight forward way of evaluating a goal.	1. Difficult to control other variables. 2. Doesn't always tell how well the behavior is performed. 3. Could be expensive. 4. Depends on follow through by participants.	

Evaluation Techniques
Worksheet I

Type of Evaluation Technique	How, When to Use	Advantages	Disadvantages	Examples of When Used in Workshops
Post Meeting Reaction Format	1. Usually in the form of a written reaction provided by participants at the close of the workshop. 2. Can be open-ended questions. 3. Can be rating scales. 4. Participants are evaluating workshop organization, objectives, staff, facilities, materials, etc.	1. Provide data which is useful in improving future workshops. 2. These are easily administered even with a large group.	1. Data is too subjective and must question validity. 2. Data can be difficult to summarize unless a structural rating scale is used.	1. The end of the workshop evaluation.

FACILITATOR MATERIALS

(Use in Activity IX)

Observation Form IX

1. Make a tally mark for each time someone uses a communication skill during the discussion and presentation. Also, jot down a few words of the statement that included the communication skill and who said it.

2. List the roles you see being played during the discussion and presentation. List observable behaviors to describe each role.

	Tallies, What was Said, Who Said It
Paraphrase	
Perception Check	
Behavior Description	
Description of Feeling	
Roles	

PARTICIPANT MATERIALS

(Use in Activity IX)

Evaluation Techniques

Worksheet I

Type of Evaluation Technique	How, When to Use	Advantages	Disadvantages	Examples of When Used in Workshops

ACTIVITY SHEETS

1. Group 1 should read pages 272-274 in <u>Planning, Conducting and Evaluating Workshops</u>.

   Group 2 should read page 275 and pages 278-279.

   Group 3 should read pages 275-278.

2. After your group has read the assigned pages, complete the attached worksheet as a group. Use your communication skills when discussing the evaluation technique.

3. When completing the worksheet include :

   a. Information from the book.

   b. Information from your other experiences with evaluation procedures.

   c. When this type of evaluation has been used in the informal diagnosis and prescriptive programming workshops and in this workshop.

4. As a group, prepare your presentation of the evaluation technique.

5. You will have twenty minutes to read and plan your presentation.

FACILITATOR NOTES

Facilitator Notes for Module X: Planning an In-Service Workshop

The day before this activity occurs, participants should be told that on the following day they will be selecting another participant with whom they will design an in-service workshop. They should be told to consider the following when selecting a co-facilitator:

1. Is there a good possibility that this person will co-facilitate a workshop with you?

   a. Are you in the same geographic area?
   b. Do you have the same amount of free time?

      1. Sometimes it is difficult for two people to plan and present a workshop who have very different schedules. If one of you is a teacher and the other a consultant, will you be able to meet after school or on week-ends to plan the workshop? How will you arrange a time to present the workshop? Will one person need to get special permission?

2. Do you have complimentary facilitator styles?

   a. The styles do not need to be the same, but they should compliment one another.

3. Do you have a similar committment to the workshop? Are you both willing and eager to devote similar amounts of time and energy?

At the beginning of the activity, give the participants a few minutes to choose their partners.

The participants will complete the "Designing and In-Service Session" form at the varying speeds. Some may only complete the first one or two questions and others may get much further. It is more important for the participants to answer the questions completely than it is for them to answer all of them.

After the participants determine how to assess in-service needs, they select the topic for their workshop. This topic can be whatever they wish. However, the activity will be more meaningful to them if it is a topic for a workshop which they may actually be asked to present. If the participants are learning to be facilitators of Informal Diagnosis & Prescriptive Programming: A Workshop, ask them to design a workshop for one of those modules. If they do, they do not need to complete certain questions on the form because those are already answered in the modules (i.e. 2-6, 7 & 8). They do need to complete these, however, if they modify the objectives or activities in the module.

The time allotted for this activity must be flexible. The participants usually will not be able to complete the entire form but they will realize the great amount of time involved in planning a workshop. This activity gets the participants committed to designing a workshop and helps them begin to structure their planning of it.

Objective of the Module

The participants will be able to complete at least three questions on the "Designing an In-Service Session" form.

Materials Needed for the Module

Facilitator Materials

Activity Notes

Blank transparencies

Overhead projector

Marking pens

Participant Materials

1 copy of "How to Plan & Conduct a Successful Workshop" per participant

1 copy of "Planning Professional Development" per participant

1 copy of Planning, Conducting, & Evaluating Workshops per participant

1 copy of "Elements to Consider When Designing a Workshop" per participant

1 copy of Activity Sheet X per participant

1 copy of "Designing an In-Service Session" form per participant

1 copy of "Sequencing Workshop Activities" per participant

1 copy of "Guidelines for Conducting In-Service Modules" per participant

1 copy of "Task Analysis of a Facilitators' Role When Conducting a Workshop" per participant

1 copy of "Facilities Checklist" per participant

Time Needed to Complete the Module

The time required for this module is flexible. Approximately one hour is needed for the participants to read the articles and begin planning their workshop. More time can be allotted depending on how much planning the facilitator wants the participants to accomplish.

ACTIVITY NOTES

Activity Notes for Module X:
Planning an In-Service Workshop

1. In this activity, we are going to start planning a workshop.

2. Please select a person with whom you might conduct a workshop at some time.

(AFTER THE SELECTION PROCESS IS FINISHED, DISTRIBUTE COPIES OF "HOW TO PLAN AND CONDUCT A SUCCESSFUL WORKSHOP" AND "PLANNING PROFESSIONAL DEVELOPMENT" TO EACH PARTICIPANT.)

3. Take about twenty minutes to read these. If you have time, read pages 101-106 and 111-116 in Planning, Conducting and Evaluating Workshops and review the article, "Elements to Consider When Designing a Workshop."

(AFTER THE PARTICIPANTS HAVE FINISHED READING, ASK THEM TO FORM A LARGE GROUP.)

4. Do you have any questions about these readings?

(DISTRIBUTE ACTIVITY SHEET X AND THE "DESIGNING AN IN-SERVICE SESSION" FORM.)

Activity Sheet X

1. If you are planning to present an informal diagnosis and prescriptive programming module, complete questions 1, 4, 10, 11, 12, and 13 on the "Designing an In-Service Session" form.

2. If you are planning another kind of workshop, complete all of the form.

3. Answer the questions on the form as thoroughly as you can.

4. Refer to:

   a. "How to Conduct a Successful Workshop."

   b. "Planning Professional Development."

   c. "Elements to Consider When Designing a Workshop."

   d. Pages 101-106 and 111-116 in Planning, Conducting, and Evaluating Workshops for assistance with your planning.

5. Please look at number 6 on the "Designing an In-Service Session" form. If you are planning to implement the informal diagnosis and prescriptive programming modules, you won't need to worry about designing the activities because that has already been done for you I would like to tell you two elements besides the goals, objectives methods, and structures that we considered when we designed these activities so that you will have the information when you design new workshops.

(RECORD THE IMPORTANT POINTS OF THE FOLLOWING DISCUSSION ON A TRANSPARE

6. First, we considered the element of relevance. We wanted to make s that the activities would be meaningful. We did this by always com the activities to our goals and objectives and making sure that the participants in the workshop would meet the goals and objectives of workshop if they completed the activity. Since our goals and objec were based on information gathered from the assessment of the parti needs, we could be fairly sure that we were providing relevant acti

7. The second element was feasibility. We designed some great activit but they were not feasible ones. They either required too much time expensive materials, a large room to conduct it in, too much facili time to prepare for the activity and so forth. This is definitely a element to consider. Sometimes a slight modification can lessen the feasibility complication.

8. Let's say you have designed your activities. The next thing to consider is how to sequence the activities so the maximum amount of learning will occur. This is number 7 on your form. Participants at workshops learn more quickly and retain the information longer if the information is presented in an orderly, sequential manner.

   We had a rationale when we developed the sequence for this workshop. That is why, for example, this planning activity came at the end of the workshop rather than the beginning. We usually change the seque several times before we come up with one that we think he most appropriate.

9. When we are originally sequencing workshop activities or considering changing the sequence, we consider several principles.

(DISTRIBUTE THE ARTICLE, "SEQUENCING WORKSHOP ACTIVITIES." GIVE THE PAR CIPANTS A FEW MINUTES TO READ IT.)

10. In the first statement, technically simple to complex means that you could design the first activities in your workshop to be technically easy for the participants to complete. There would not be many arti to distribute, the participants would not be asked to do many differe things to complete the activity and so forth.

The demonstrations in most of the informal diagnosis and prescriptive programming modules are technically simple. The participants watch the demonstration and respond only occassionally. There is usually only one paper to distribute or none at all.

11. Any questions about this principle?

12. The continuum of conceptually simple to complex refers to the difficulty of the material presented. If you remember the Task Analysis module, the first activity, the task analysis card game, was conceptually simple. The participants could select a "fun" task to analyze. At the end of the game, came the lecture which contained much new information. Then the more complex activities of task analyzing worksheets and subtests occurred.

13. Any questions or comments about this principle?

14. In the informal diagnosis and prescriptive programming modules, there is some attention given to focusing first on person-to-person activities and moving toward group activities when we ask people to work in dyads and then gather for a large group discussion.

15. In the facilitators' workshop, we used the fourth principle. The first two activities were group oriented. We gradually moved to small group and dyad activities.

16. Questions or comments about those two?

17. The last principle is one we used during the second part of the facilitators' workshop. We first taught needs assessment skills which is the first activity you do when planning a workshop. Then we discussed methods to use when designing workshops to meet the needs of the participants and so forth. We tried to teach you the skills to plan and conduct a workshop in the order in which you would do them.

18. Can you think of any other principles?

(RECORD RESPONSES ON A TRANSPARENCY.)

19. Any questions or comments about these principles and how they apply to designing workshop activities?

20. Right now you will only be able to guess what the priority in-service need will be for those who will participate in your workshop. Develop a method for assessing the need. Then, select an in-service topic you think may be a workshop possibility and complete the form with that topic in mind.

21. Please complete this form with your co-facilitator. If you are completing it for an informal diagnosis and prescriptive programming workshop, concentrate on answering questions 1, 4, 10, 11, 12, and 13. The other questions are already completed for you if you use one of those modules. However, if you are going to modify the objectives or activities of one of those modules, then do complete all of the form.

22. Take your time to fill out this form. Develop thorough answers that will really assist you to implement this plan.

(GIVE THE PARTICIPANTS ABOUT FORTY-FIVE MINUTES TO FINISH THIS ACTIVITY. IF SOME FINISH EARLY, HAVE THEM START DEVELOPING THEIR NEEDS ASSESSMENT INSTRUMENT. OR, HAVE THEM IDENTIFY THE METHODS AND STRUCTURES USED IN SOME OF THE INFORMAL DIAGNOSIS AND PRESCRIPTIVE PROGRAMMING MODULES.)

(AT THE END OF FORTY-FIVE MINUTES, CALL THE GROUPS TOGETHER.)

23. You probably have not completed the planning of your workshop but this activity will hopefully give you an idea of some of the elements you need to consider.

24. Do any of you have any questions or comments about this activity?

25. We have three more articles to distribute for you to read at your leisure. It may be especially helpful for you to review these before you conduct a workshop.

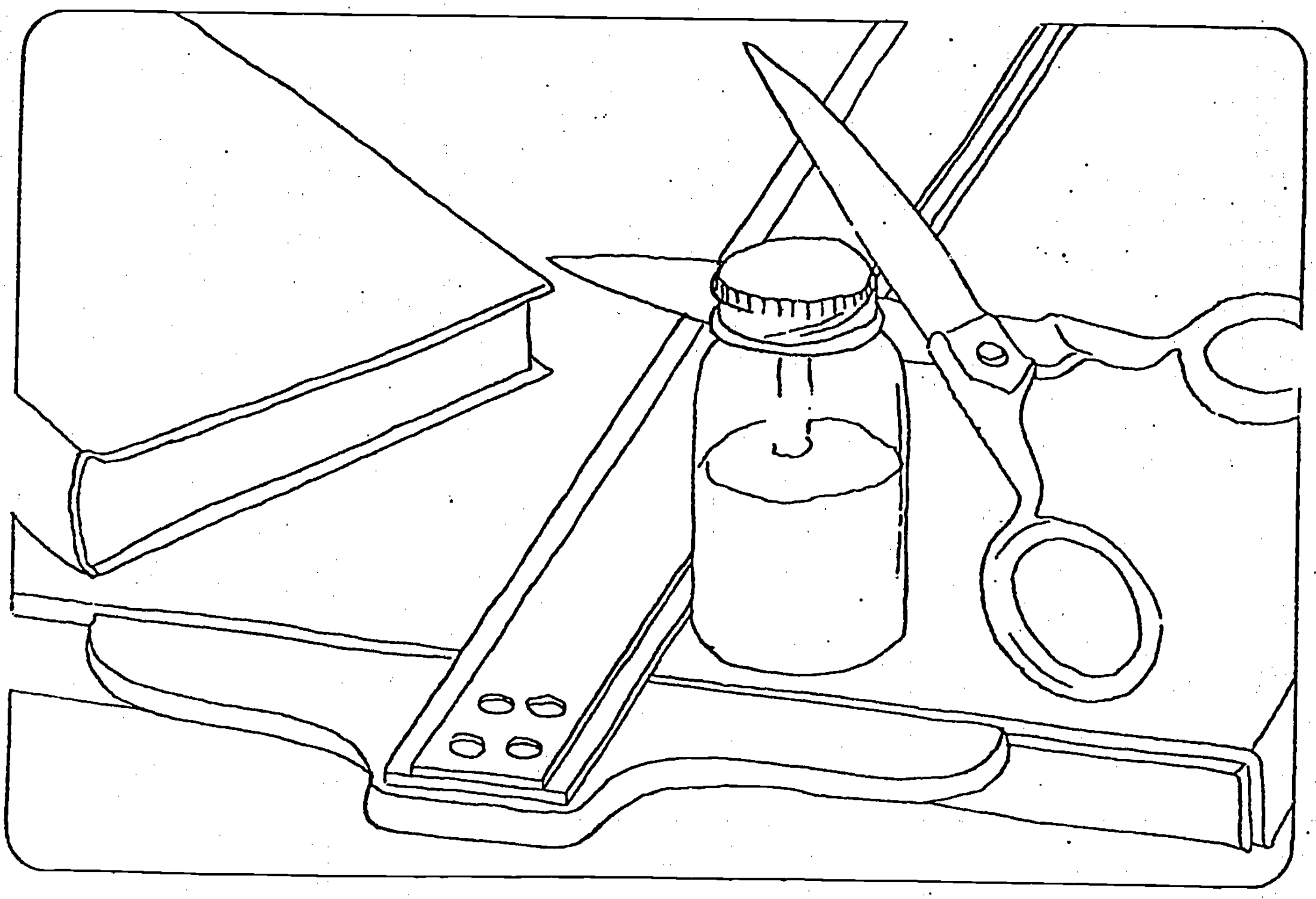
(DISTRIBUTE COPIES OF "GUIDELINES FOR CONDUCTING IN-SERVICE MODULES," "TASK ANALYSIS OF A FACILITATOR'S ROLE WHEN CONDUCTING A WORKSHOP" AND "FACILITIES CHECKLIST.")

PARTICIPANT MATERIALS

How to Plan and Conduct a Successful Workshop

(Use in Activity X)

AN INSERVICE TRAINING GUIDE



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INTRODUCTION

Workshops are by their very nature a challenge to things as they are and represent a real opportunity for change — they succeed to the extent they are well planned and organized.

Our goal in planning this booklet is to provide you with a short and readable guide that will function as a model for planning and presenting a successful workshop. In order to make it short and readable we operated on certain assumptions which we felt were reasonable and which allowed us to proceed quickly. These assumptions are:

1. You need an overview and guide to workshop presentation.
2. The participants at your workshop will be teachers and administrators directly involved with Master Plan implementation.
3. Your purpose in presenting a workshop is to change the special education knowledge, attitudes or skills of the majority of workshop participants in some significant way.
4. A successful workshop must be productive and satisfying for the participants. (We define a workshop as a session or group of sessions meeting for part of the school day or on a Saturday.)
5. And, finally, that learning is not a passive but an active function. We assure learning when we apply new concepts, that is, practice them.

Because we believe that active participation is critical to the success of a workshop and because we will not be with you when you apply the model here presented, we will be asking you questions at each stage in the development of the model as well as providing examples and suggestions.

The guide has been organized in linear steps but it is important for you to realize that a workshop is better conceived as a complex of factors. In practice, resources, needs and activities will, of necessity, interrelate regardless of whether we start with the needs and work 'forward' or with an available resource and work 'backwards.'

The guide and the sample planning sheet on Page 7 should aid you in checking the progress of your workshop design at various stages and reassure you that your design is proceeding logically and that no holes exist.

A word on format. We have mentioned our goal: to provide you with a useable model for a successful workshop. Our primary objective is to communicate to you the individual parts of that model. This guide is organized around those parts.

The bulk of this guide then is on planning the workshop and is followed by a somewhat smaller section on the actual presentation — DOING IT.

Drawing from our experience we will now set you to work on a systematic strategy that works for us and should work for you.

The Goals

As the Cheshire cat told Alice, "If you don't know where you're going then any path will take you there." Obscure goals lead anywhere; conversely, the more specific the statement of the goal, the easier it is to define a logical path that will get you there.

Have you ever gone to a workshop and never clearly known the purpose of the session? Spending your valuable time guessing why you are there is frustrating and unnecessary. DETERMINE THE PURPOSE OR GOAL OF YOUR WORKSHOP. You should know what the participants need to go away with, what they should come to the workshop knowing and what they are going to be working towards.

Your goal is your first needs statement and a necessary first step in the planning cycle. A goal is a broad statement of intent. It is a general statement and is not concerned with a particular achievement or particular time frame for accomplishment.

Try to make your goal statement simple and straightforward; eliminate unnecessary words or jargon. Let's take a look at two goal statements.

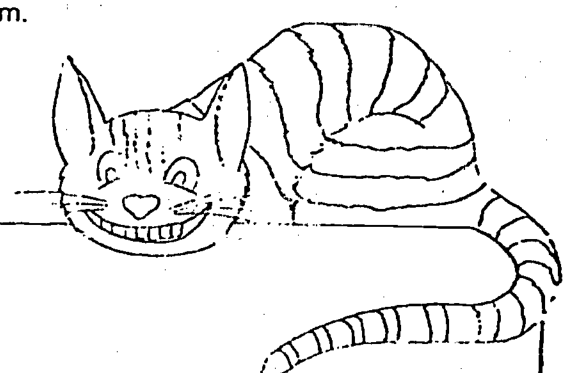
GOAL 1 – To provide parents of exceptional children with a general understanding of the California Master Plan for Special Education as it will operate in the Good City School District.

GOAL 2 – To help develop coordination skills in regular classroom teachers which will assist them in implementing sound educational programs for students with exceptional needs.

Your participants must concur with you on the importance of the workshop goal. Do you know what they need? If not, get this information from the participants, i.e., assess their needs! This can be done formally by way of structured interviews or a questionnaire, or informally by asking the right questions and listening to the responses.

Incidentally, involving participants in the initial planning is an effective way of assuring that the session(s) will be worthwhile for them.

Reminders:
What is the purpose (goal) of your workshop?
Who will participate?



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The Objectives

Let's continue with Alice and the Cheshire cat. We have decided we want to go somewhere. We have a direction (the goal) and now need to map out specific activities that will get us there. Whereas the goal statement is broad and general in nature and susceptible to a variety of interpretations, the virtues of a well-written objective are that it be clear, specific and unequivical. An objective should be attainable within a certain time frame, and the level of attainment must be measurable.

Workshop objectives should be stated in reference to the on-the-job realities of the participants. What changes are needed in terms of knowledge, skills or attitudes? When you have defined in simple statements the needed changes in skills, knowledge or attitudes, you have, in effect, a list of objectives. Be sure that these are attainable and then list them in priority order. Next, consider how these objectives might be measured. (How will the participant know he has successfully completed the activity?) When writing your objectives, consider WHO does WHAT, WHEN and HOW WILL IT BE MEASURED?

Let's take one of the goals from the previous section and write an objective for it.

GOAL: To help develop coordination skills in regular classroom teachers which will assist them in implementing sound educational programs for students with exceptional needs.

OBJECTIVE 1.0: Participants will become familiar with three major mainstreaming models and the role relationships of personnel within each as measured by final workshop evaluation instruments.

Here's how it breaks out:

WHO: Participants (regular classroom teachers)

DOES WHAT: Familiarize themselves with three mainstreaming models and the relationships of personnel within each.

WHEN: During the workshop (implied for all objectives).

HOW MEASURED: Workshop evaluation instrument.

Here are some other objectives which relate to our chosen goal:

OBJECTIVE 2.0: Participants will describe at least three ways in which pre-set expectations and stereotyping affects teacher responses and student-teacher relationships as measured by completion of follow-up exercise.

OBJECTIVE 3.0: Participants will compare and contrast the major elements of mainstreaming with traditional special education practices as measured by completion of the viewpoint grid.

After you have finished writing objectives for your workshop, double check to see if they are complete. This form may help.

Checklist

_____ Who?
_____ Does what?
_____ When?
_____ How will it be measured?
_____ Are the objectives realistic and attainable?
_____ Are the objectives in keeping with goals of the workshop?
_____ Is each instructional objective stated in terms of the participant's performance rather than your performance?

You may find that, as often happens, you have generated too many objectives to handle in a single session. This raises the question of how many objectives are manageable in a single workshop. The number of objectives should be directly related to:

How much time you have,
What your priority objectives are, and
How many activities are needed to realize each objective

Don't try to do too much! If you are designing a one-hour workshop, try to limit the number of objectives to two or three. Work for quality. If you are designing a longer workshop, expand the list of objectives if necessary, but try not to exceed six or seven.

Activities

We have defined the goal, specific objectives to meet the goal and now we must take a look at the subject matter needed to support each workshop objective. What do the participants need to do, know, or feel to be able to meet the objectives you have defined? Go back to your objectives and break out the skills, knowledge, or attitudes necessary to meet the requirements of the goal.

Once you have decided WHAT is to be learned you must decide HOW to present it.

Here is a listing of various ways to get the subject matter across:

Lecture	Video
Film	Panel
Filmstrip	Demonstration
Tape/slide	Skits
Readings	

When selecting a presentation method, keep in mind that the requirements of the subject matter should dictate the presentation medium. To put it in McLuhanesque terms, the medium should be tailored to the message, not vice versa. Participants are understandably confused when the presenter says, in effect, "Do what I say not what I do."

We are working on the assumption that people learn best when they are actively involved, so we recommend that subject matter presentations be followed by learning activities which allow participants to practice what has been preached.

Generally, workshop subject matter can be broken out into three areas: knowledge, attitude, and skills. A workshop learning activity typically touches on all of these areas but one is usually dominant. For example, look at this activity:

"Each participant will describe one source of conflict at their own school site to their small group. The group will then utilize 'brainstorming' techniques to generate alternatives for resolving the conflict and prioritize those alternatives."

In this activity, the skill area (brainstorming) is dominant. Presumably, all participants will be presented with the information or knowledge necessary to accomplish the activity. The important task here seems to be skillful application of the knowledge.

Here is a list of learning activities. Select one; try to suit the method to the dictates of the subject matter:

Programmed learning	Small group work
Role playing	Simulations
Task sheets	Discussions
Problem-solving activities	Tests
Self critiques	Peer feedback
Practice (after demonstration)	Games – puzzles – simulations
Brainstorming	Case study
Videotape feedback	(Warm-up activities)

If you are using group activities it is important to remember that the larger the group the more difficult it is to manage; generally speaking, fifteen is the limit, six to eight ideal. If you are working with a larger group, break them into small groups for learning activities and then have each group summarize its results to the entire workshop.

When you have selected a particular learning activity for your workshop, ask yourself if the method of instruction lends itself to attitude, knowledge or skill development. Will the method be comfortable for the facilitator? Is it consistent with his or her style and, finally, how much time does it take? Time will be an important factor when we turn to format later.

As an example, let's develop some learning activities for one of the objectives in the previous section.

OBJECTIVE 1.0: Participants will become familiar with three major mainstreaming models and the role relationships of personnel within each, as measured by final workshop evaluation instrument.

Activity 1.1: After a brief slide presentation and discussion of the three mainstreaming models, participants will circulate to three learning stations gathering information on each model.

Activity 1.2: Large group discussion and listing of advantages and disadvantages of each model.

Activity 1.3: Using information to be handed out, small groups will expand on how two states have organized for mainstreaming. Compare and contrast the two ways.

Activity 1.4: Each individual in the small group will describe how their schools have organized to meet needs of special students. One member will summarize for the entire workshop (large group).

A final word on breaking out the activities. Remember that an activity may partially meet many objectives or one objective may require many activities. In any event, try to vary the instructional modes of your learning activities whenever possible. Variety goes a long way in maintaining interest . . . both in participants and yourself!

Format

At this stage you've completed most of your preliminary workshop planning; a goal has been defined and objectives, presentations and activities have been developed, all in reference to the goal. Now it is time to think of the resources you'll need, both human and material. Go through your list of subject matter presentations and learning activities and decide who is to be responsible for each presentation and who is to conduct each of the activities. Will they be local resource people or would you be better off going outside for expertise? Next, consider the media/materials you'll need. Are they already developed, who will be responsible for developing them?

List the printed materials your participants will need such as handouts and task sheets. Determine the number of copies required and how these will be distributed at the workshop. Consider drafting and printing time and include this information on the timeline and working agenda. Handouts can economically clarify a vague point and can also be used later by participants for review.

There are advantages to using varying colors of paper stock for duplication whenever possible. At the workshop you will be able to refer to needed material by color, saying "Pull out the blue sheet," and saving participants the hassle of trying to find the handout you're talking about. Another hint — the use of graphics, illustrations or pictures will relax printed materials that look too tight or stuffy.

You will need to list necessary equipment and supplies for each activity and include these on the timeline and working agenda with target dates. You should also make sure your facility has the equipment you expect it to have, such as a chalkboard, viewing screen, and ample electrical outlets.

Here is a list of things you may need to arrange for.

Equipment:
- projectors (slide, overhead, filmstrip, opaque, 16mm, 8mm)
- tape recorder
- record player
- amplifier
- speakers
- microphone
- paper cutter

Supplies:
- chalk
- marker pens
- pencils
- writing paper
- butcher paper
- scissors
- paint
- brushes
- string

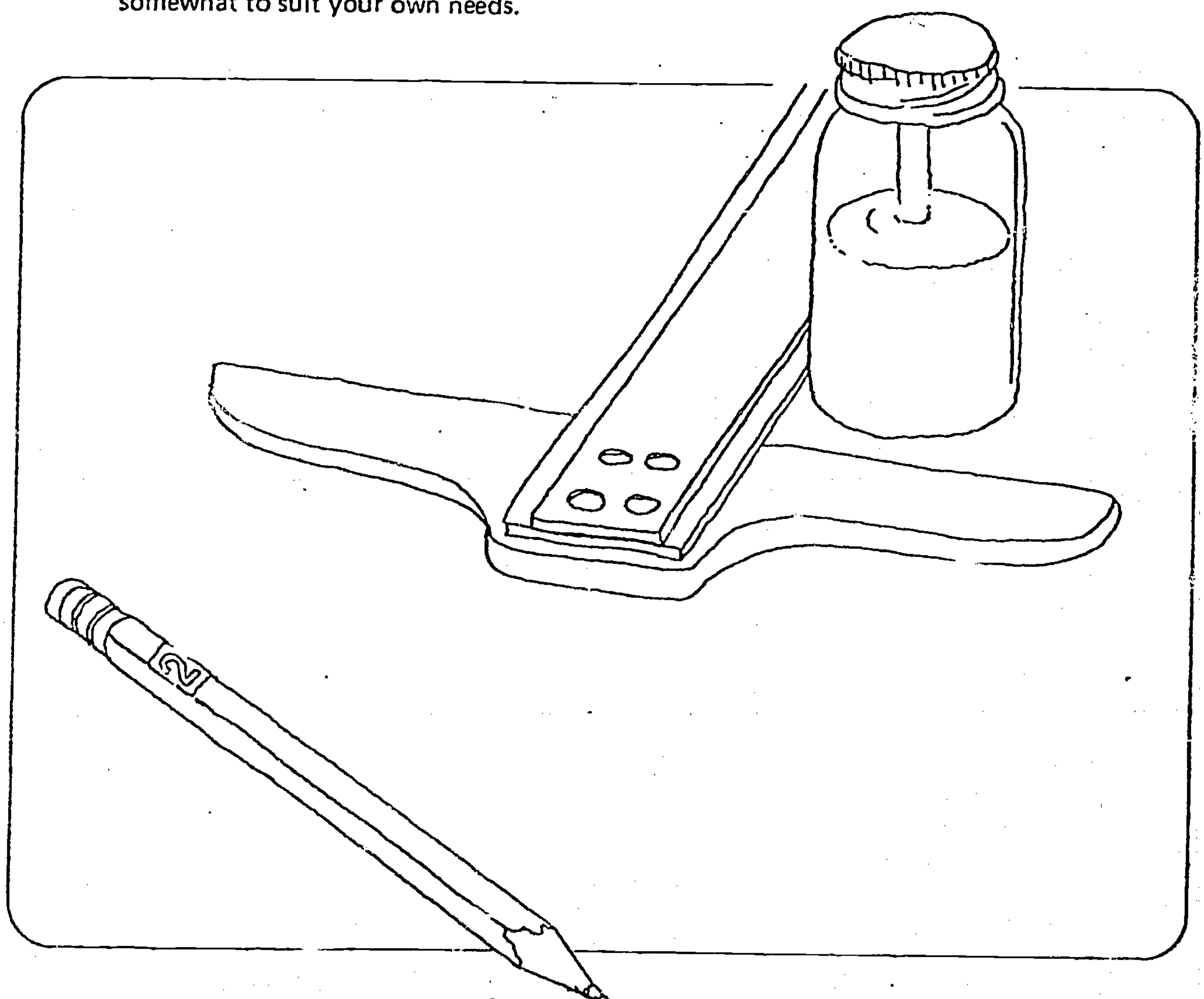
Assume electric equipment does not work. Check out equipment such as projectors and tape recorders before the workshop! Have spare bulbs on hand.

Practice using the medium you select; some facilitators prefer slide shows, others overhead transparencies. Their selection in invariably based on real skills they have developed using their chosen medium. Last, be sure everyone can see and hear and remember that the lights are off with some media.

You may find it useful to carry a "workshop survival box" with you containing:

chalk	name tags
extension cords	masking tape
rulers	three-prong multiple outlet plugs
marker pens	stapler
paper clips	thumb tacks
pencils	string
writing paper	scissors
screwdriver	pliers

At this point examine the following workshop planning sheet. Although we have filled it in with the examples we have been using, you may need to adapt the form somewhat to suit your own needs.



WORKSHOP PLANNING SHEET

GOAL: To help develop coordination skills in regular classroom teachers which will assist them in implementing sound educational programs for students with exceptional needs.

OBJECTIVES: 1.0 Participants will become familiar with three major mainstreaming models and the role relationships of personnel within each as measured by final workshop evaluation.

2.0 Participants will describe at least three ways in which pre-set expectations and stereotyping affect teacher responses and student-teacher relationships as measured by completion of follow-up exercise.

3.0 Participants will compare and contrast the major elements of mainstreaming with traditional special education practices as measured by completion of the viewpoint grid.

OBJECTIVE NUMBER	CONCEPT	ACTIVITIES	TIME	RESOURCES	PERSON RESPONSIBLE
1.0	Special education delivery system models: resource teacher, diagnostic/prescriptive teacher, consulting teacher	1.1 After a brief slide presentation and discussion of the three mainstreaming models, participants will circulate to three learning stations gathering information on each model.	30 min.	Slides, projector, screen, chalkboard, handouts for each model at each learning station	Kip
		1.2 Large group discussion and listing of advantages/disadvantages of each model.	15 min.	Chalkboard	Kip
		1.3 Using information to be handed out, small groups will examine how two states have organized for mainstreaming, compare and contrast the two.	30 min.	Handouts and butcher paper and pens for each group	Charlene
		1.4 Each individual in the small group will describe how their own schools have organized to meet the needs of special students. One member will summarize for the entire workshop (large group).	45min.	Butcher paper and felt pens for each group	Charlene
2.0		2.1			

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Once resources have been firmed up, you're ready to start scheduling. Allow a little extra time between major activities so that if the group takes longer than expected you can still adjourn on time — NO ONE LIKES TO RUN OVER.

Organize your schedule in terms of the order or sequence of workshop activities. Decide what should be done to start, what's going to happen after that, and how the session(s) should conclude.

We believe that a good workshop is based on a developmental scheme. You should consider this question: Will the participants have a clear understanding of how things fit together as they move through the session(s)? This takes some real thought. It means that each selected activity or presentation needs to "fall out" of the preceding one. It suggests that you should start with an "overview" session that shows the participants where you're headed, how you're going to [illegible]re, and how things inter-mesh.

In putting this guide together we have attempted to model s[illegible]proach. One that gives you a logical, step-ordered approach to dealing with the many parts without losing sight of the whole. Workshops should do the same. Here's a sample workshop schedule which we would normally hand out during registration.

MAINSTREAMING IN THE REGULAR CLASSROOM
Workshop Schedule

Friday, August 13

8:30	Registration
9:00	Welcome and Workshop Overview
9:20	Name Tag Game or "Getting to Know You"
9:45	Mainstreaming - Three Models
10:30	Coffee and donuts
10:45	State Department of Education Special Education Structures
11:15	How's your school been doin' it?
12:00	Lunch
1:00	Mainstreaming vs. Traditional Special Education - Roles of Staff, Students, Parents
2:00	Expectations and Stereotypes
2:45	Break
3:00	Film - "Label it This, it Can't be That!"
3:20	Evaluation
3:30	Adjourn

Organizational Tools

Ample lead time is absolutely necessary to the conduct of a quality training program. You will find the timeline a valuable method of organizing time and task. There are many small but important things to be done before the workshop day. Don't let them log jam on you. Decide what has to be done by what date and who is responsible. Include resources to be located or developed, facilities to be arranged, contacts to be made for each presentation/activity and equipment and supplies to be secured. Next, for each item list target dates, i.e., the date at which the task should be accomplished. Adjacent to each target date, note the person responsible for completion of the task. The timeline is an essential organizing tool; it simplifies the management of planning detail especially where others are responsible for organizing detail and works as a checklist for yourself.

SAMPLE
TIMELINE FOR PLANNING INSERVICE TRAINING PROGRAM

ACTIVITY	JUNE	JULY	AUGUST	PERSON RESPONSIBLE
1.0 Establish workshop goal and objectives	1–7			Charlene and staff
2.0 Develop workshop activities	9–27			Charlene and staff
3.0 Identify and secure needed resources	29 –	15		Charlene and staff
4.0 Arrange for workshop facility and food services		7–15		Kip
5.0 Mail invitations		15		Pam
5.1 Mail reminder			1	Pam
5.2 Conduct registration via telephone		15 –	– 8	Pam
6.0 Develop workshop schedules		17–19		Charlene and staff
7.0 Design evaluation instrument		19–21		Bill
8.0 Conduct workshop			13	Charlene and staff
9.0 Analyze evaluation and feedback to participants			15–20	Bill and staff

You may need another list also organized in a timeline format to keep track of notices of your workshop to potential participants. Written invitations or notices should be sent out even if you see participants daily. Include the following information:

WHO is invited (who the workshop is for)
Goals and objectives of the workshop
Where, When and How to register
Contact person and phone number for more information

If necessary, note what is needed to prepare for the workshop. What materials or information will they need to bring with them?

Once again, a sample we have used. SEE PAGE 10

A reminder notice may be necessary. Simply include workshop title, place, time and who to contact for more information.

Finally, don't forget to include a notice of evaluation results on your timeline. This will be valuable information for your participants.

Another useful organizing tool is the working agenda. It follows the participant's schedule but is more detailed. Include who is going to do what, what materials are to be handed out, and any special notes or reminders. The working agenda is especially useful if more than one person will be assisting with the conduct of the workshop.

SEE PAGE 11

SUPERINTENDENT OF SCHOOLS
COUNTY OF HUMBOLDT
555 'H' Street Eureka, California 95501
P.O. Box 1408 Phone 707 445-7611

Bill C. Rich
Superintendent

TO: ALL DISTRICT TEACHERS WITH MAINSTREAMING RESPONSIBILITIES

FROM: MARY MALE, COUNTY RST COORDINATOR

SUBJECT: MAINSTREAMING WORKSHOP

You are very warmly invited to join us for the first in a series of workshops des ed to help you implement the California State Master Plan for Special Education in your classroom.

The goal of the workshop is:

To help develop coordination skills in regular classroom teachers which will assist them in implementing sound educational programs for students with exceptional needs.

The objectives are:

1.0 Participants will become familiar with three major mainstreaming models and the role relationships of personnel within each as measured by final workshop evaluation.

2.0 Participants will describe at least three ways in which pre-set expectations and stereotyping affect teacher responses and student-teacher relationships as measured by completion of follow-up exercise.

3.0 Participants will compare and contrast the major elements of mainstreaming with traditional special education practices as measured by completion of the viewpoint grid.

When? Friday, August 13, 1976, 8:30 a.m. - 3:30 p.m.

Where? Red Lion Inn, Redwood Room, 1600 Fifth Street, Eureka, Phone 445-7373

How to Register? Call Mary Male at 445-1836 no later than Monday, August 9, 5:00 p.m.

There is no cost for the workshop, lunch will be provided.

SPECIAL NOTE: Please bring examples of organizing tools you have used fo special education in your classroom to share with other participants.

ad

SAMPLE
WORKING AGENDA FOR STAFF
Mainstreaming Workshop
Friday, August 13, 1976

8:00 a.m. – 3:30 p.m. Red Lion Inn, Eureka

TIME	ACTIVITY	RESOURCES	PERSON RESPONSIBLE
8:00	Staff arrives		
8:30 – 9:00	Registration	Name tags, schedule, registration book	Pam
9:00 – 9:20	Welcome – Overview	Schedule	Charlene
9:20 – 9:45	Name Tag Game	Name tags and chalkboard	Charlene
9:45 – 10:15	Mainstreaming Models – Slide presentation and learning stations	Projector, screen, chalk-board, handouts	Kip (Charlene, Bill, Pam set up and attend learning stations)
10:15 – 10:30	Large group discussion and listing – advantages/ disadvantages	Chalkboard	Kip
10:30 – 10:45	Coffee Break	Coffee, donuts, cream, sugar, tea	Bill, make sure it is set up
10:45 – 11:15	Small groups examine two state plans	Handouts, butcher paper and pens	Charlene (Staff distribute resources to each group)
11:15 – 11:45	Small groups discuss own school plans	Butcher paper and pens	Charlene
11:45 – 12:00	One member from each group summarize to workshop		Charlene
12:00 – 1:00	Luncheon	Served by hotel	

(And so on for remainder of workshop schedule. NOTE: Time breakout is more detailed than what appears on participant's schedule.)

Evaluation

Evaluation has a dual function. It is a means of improving workshop techinque as well as the first step in a needs assessment which could conceivably result in further inservice.

Evaluation should be continuous through all phases of the workshop. You should critically view the initial planning, the actual workshop and later on the extent of the modification of skills, attitudes or knowledge called for in the objective. The question here is, did the workshop make a difference?

In the planning stages, have a colleague or friend review your workshop plans at various stages in the development. Workshop participants will come to you with a wider range of beliefs, attitudes, personalities and expectations than you can possibly anticipate. Critical input at the planning stage can head off problems later.

You will need to collect information at the end of each learning activity to determine its effectiveness in supporting the objective(s) for which it was designed.

An evaluation form at the end of the workshop should be phrased in such a way that participants can indicate whether in their opinion each of the workshop objectives has been realized and whether, overall, they found the workshop productive and satisfying.

You will also want to know to what extent you have realized the workshop goal: How extensively is the new knowledge, skill, or attitude being employed on the job? Here you may choose to send out a questionnaire or administer structured interviews. Plan some follow-up contact or activity after the workshop — consultation, or a monitoring of the new skill in the classroom and a discussion of the results. Finally, make sure the participants get the results of your evaluation; this completes their participation, demonstrates your continuing concern, and assures them that they were indeed involved in a productive enterprise.